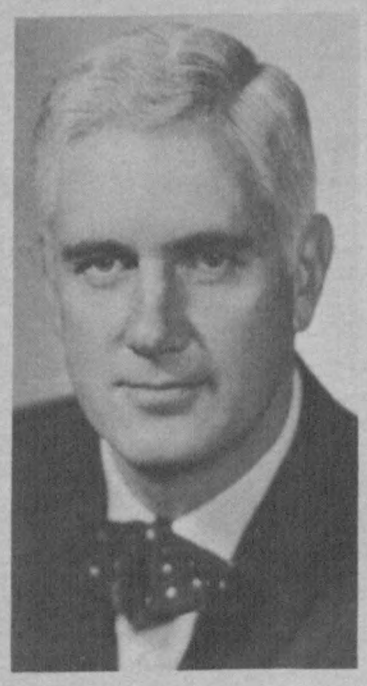
# nea reporter

Published by the National Education Association

Vol. 8, No. 1 | January 24, 1969 | 7 | Washington, D.C.

## George Fischer will succeed to NEA presidency

George D. Fischer, an Iowa high school teacher, will become NEA president after Elizabeth D. Koontz resigns to accept a high post in the U.S. Department of Labor (see story at right). Mr. Fischer was chosen NEA president-elect last July.

NEA Executive Secretary Sam M. Lambert said that Mr. Fischer is well prepared to step into the presidency six months earlier than he normally would have and to "carry forward the truly fine work that Mrs. Koontz has been doing." He pointed out that Mr. Fischer brings to his new job an unusually diversified background in education and other fields and a philosophy in keeping with NEA's modern image as a dynamic organization that is going places.

"NEA," Mr. Fischer has said, "must speak out in a clear, militant voice so that all society knows of our decision to move. Although our organizational sleeping giant has awakened, we have yet to really flex our organizational muscles for the kids and teachers of America."

Mr. Fischer, an urban classroom teacher since 1949, has taught drafting, English, and mathematics at Des Moines High School during the past 12 years. He served as president of a small-town school board and operated a farm on which he built his own house.

He served as president of the Des Moines Education Association for four years and has been a member of the executive boards of the Iowa State Education Association and of the Iowa Association of Classroom Teachers, as well as a member of the NEA Executive Committee. He served on the NEA Task Force on Human Rights and has served the Association and its affiliates in many other capacities.

### Inside this issue


South Bend teachers oust union and return to association. **See page 3**

Idaho's educational crisis continues into 1969. **See page 5**

NEA travel program for summer announced. **See page 6**

NEA Staff Development Academy set up. **See page 9**


Koontz appointed

## Nixon picks NEA president for Labor Department post

President-Elect Nixon beams at his new appointee, NEA President Elizabeth D. Koontz, during a January 10 news conference in New York City. Secretary of Labor-Designate George P. Shultz introduced Mrs. Koontz at the news conference.

On January 10, President-Elect Richard M. Nixon named Elizabeth D. Koontz, 1968-69 NEA president, to a high post in the U.S. Department of Labor. Mr. Nixon appointed Mrs. Koontz, a Democrat, as director of the Women's Bureau.

Subject to Senate confirmation, Mrs. Koontz will soon assume the post and resign as NEA president. Her successor is George D. Fischer, who was chosen NEA president-elect during the NEA Convention last July (see story at left).

In her new position, Mrs. Koontz will occupy what may be the highest federal position ever held by a Negro woman. In a sense, the director of the Women's Bureau is "the symbolic spokesman in government for all working women," a Labor Department official said.

The role of the Women's Bureau is to formulate standards and policies which promote the welfare of wage-earning women, improve their working conditions, increase their efficiency, advance their opportunities for profitable employment, and investigate and report on matters pertaining to the welfare of women in industry.

### Contributions praised

NEA Executive Secretary Sam M. Lambert praised Mrs. Koontz—the first Negro to head NEA—for her excellent contribution in building a stronger, unified profession. In a telegram to Mr. Nixon, Dr. Lambert said that Mrs. Koontz has demonstrated many times "her ability to lead during one of the most critical periods in the history of American education." He added that "you can be assured that Mrs. Koontz will bring to her new position the same courage, charm, human understanding, and quiet dignity that she displayed as the leader of the nation's teachers."

The Association of Classroom Teachers also wired congratulations to Mr. Nixon on the appointment, noting that Mrs. Koontz was elected president of the ACT in 1965 because of her "outstanding leadership abilities and devotion to the teaching profession."

Commenting on her acceptance of the position, Mrs. Koontz said, "Whatever I can contribute, it will be as an American citizen with perhaps some peculiar talents, some peculiar experiences, but most of all as an American citizen to make whatever contribution to this society that I can."

Illinois acts too

## Kansas teachers vote to unify, may become 'NEA-Kansas'

Kansas teachers this month voted for unification—local, state, and national—and took the first step toward changing the name of their association to "National Education Association-Kansas."

The unification move is effective September 1969. From that date, regular members of the Kansas State Teachers Association must also join "a local association and the National Education Association, if eligible."

The name change amendment to the KSTA bylaws must be voted again at the next annual convention in order to become effective. The amendment reads: "Whereas, Kansas teachers are now members of a unified professional organization and whereas, we need to indicate our unification by the name of our organization, Be it resolved that the name of the KSTA be changed to National Education Association-Kansas."

Both actions were taken by the KSTA representative assembly during its January 10-11 sessions in Topeka.

On December 28, the Illinois Education Association made a unification commitment. IEA's members voted to strongly urge "that each Division acquire unified status by September 1, 1970. To this end, the IEA and NEA shall make available to the Divisions the resources needed to achieve unification. The IEA further supports the position that when a majority of the IEA members are in unified status, the entire state shall be unified."

## Randolph County voters okay school levy

Voters in rural Randolph County, West Virginia, last month streamed to the polls in record numbers to approve a special school levy. The voters' action provided funds to keep the county public schools open and led to the removal of sanctions that had been applied by the local teachers, by the state association, and by NEA.

Passage of the levy—approved by more than 68 percent of the voters—brought a one-day celebration to the county as teachers met to burn the resignations they had turned in to protest five previous consecutive failures of school levy proposals.

The Randolph County Education Association imposed local sanctions following the defeat of the fifth school levy on September 11. The West Virginia Education Association imposed statewide sanctions on September 12, and NEA imposed national sanctions in November.

"The sanctions were the key to passage of the levy," said Charles W. Tinney, president of the county association. He added that the involvement of RCEA in seeking a solution to the educational crisis "has awakened us and made us more dynamic."

Conditions in the Randolph County schools were investigated last fall by an inquiry team of NEA's Commission on Professional Rights and Responsibilities, at the invitation of the state and local associations. The team reported, among other things, that the county ranked 50th among the 55 West Virginia counties in current expenditures per pupil in 1967-68.

# opinion interpretation

*This page of the REPORTER is devoted to editorial and interpretive material. Readers' letters, preferably brief, will be considered for publication. Opinions expressed in the REPORTER are not necessarily NEA policy, which is set only by Association resolution.*

## Anarchy or Governance

The teaching profession has always had too little control over its own destiny. Historically, circumstances forced teachers into using most of their organizational energies in defending education and fighting for adequate finance. Relatively speaking, teachers have been the largest subsidizers of education in the country. As a result, professional governance programs have been starved of funds and greater professionalization has been deferred.

Nevertheless, there has always been, and now more than ever, a strong force among teachers to improve their conditions totally. We rediscover daily the limitations of single solutions to complex problems of a profession. Professional leaders must now devise professional programs and strategies appropriate to the times, including self-government.

We all know there is a social revolution taking place. Most pertinent to the teaching profession are two aspects of the revolution: first, how is education to be controlled, and second, how is the teaching profession to be governed. The two are inextricably related, and yet, each is a discrete problem.

But we tend to overlook their discreteness and thus we confuse problems of control of education in general with the specific governance problems of a profession. One is a problem more for the public domain, the other more for the profession. More carefully defined roles and functions will make intelligent working together between public control machinery and the governance machinery of teaching more possible. Some new laws will be needed, as well as professional machinery.

Surely we need a more comprehensive concept of governing the teaching profession. Any profession is comprised of practitioners carrying on a variety of functions in a variety of institutions, agencies, and organizations.

In short, a profession is an entity, not merely an organization. To govern it requires legal undergirding and a series of defined and fixed responsibilities assigned to appropriate institutions, agencies, and organizations.

Accountability must be built in, and this involves checks and balances. If the teaching profession had control of its own governance, the problem of who *controls* education would not be so formidable. Indeed, in view of the emerging reorganization plans for education, the teaching profession must move quickly, not to block reorganization but to be ready to cope with it. Why should we attempt to organize professional governance on the same basis as education?

The substance, the process for developing, and the means for administering governance for the teaching profession are generally obsolete or incomplete. And this is true of standards related to both institutions and individuals.

For example, accreditation of teacher education and certification of individuals for teaching are currently based upon quantitative measure, with the result that individualization of programs for prospective teachers are penalized while rigidity and conformity are rewarded. Standards are prescriptive and not process-oriented; that is, they have been imposed, not internally developed.

Too often, the gap between what a prospective teacher gets in college and what he needs grows wider. Viable feedback between the preparatory institutions and the practitioners in the field is nil in most cases. Moreover, advanced and specialty certification as well as graduate and continuing education are in the same bind. The practitioner is subjected to the application of standards with which he has had little or no involvement. The right to negotiate is essential, but it is only one modality needed.

Clearly, it is now imperative that the teaching profession devise a more viable design for professional governance. A project on governance—jointly sponsored by the Commission on Professional Rights and Responsibilities and NCTEPS—is attempting to develop such a design. It will surely project new roles for associations at all levels. Currently we have professional anarchy, not governance. *—D. D. Darland, associate executive secretary, National Commission on Teacher Education and Professional Standards*

## An illuminating study in contrast

# NEA vs AFT negotiations in Indiana

A highly informative seminar on how-to-do-it and how-NOT-to-do-it when representing teachers at the negotiation table could very well be based on two documents—the 1968-69 agreement negotiated by the NEA-Indiana State Teachers Association affiliate in Hammond and that produced by the AFT local in South Bend. Whether viewed in terms of content and coverage or gains and guarantees, the contrast between them is startling.

In Hammond, the current B.A. base is $6,650; in South Bend, the union settled for $6,000. The Hammond Teachers Association delayed its salary settlement until the anticipated channel for new local funds was finally opened by the governor in July. The union in South Bend, however, concluded negotiations in May and failed to reopen them when school districts were authorized to exceed existing property tax ceilings. **Thus, two years of union representation drastically downgraded South Bend's relative salary standing.**

In Hammond, NEA's affiliates negotiated an effective grievance procedure; and all the provisions in this comprehensive agreement are subject to that procedure.

Not only is the union's South Bend contract incapable of serving as the point of reference on grievances since it does not cover a sufficient number of policies affecting teachers, it specifically excludes a number of areas from the grievance procedure altogether. For example, even though a transfer policy is included in the union's contract, its terms are specifically **excluded** from the grievance procedure. This not only deprives South Bend teachers of the right to file grievances, but makes contract policies unenforceable.

The Association's grievance procedure guarantees Hammond teachers minimum delays in securing redress. The union's contract extends excessive amounts of time for school authorities and for itself in processing appeals. **Thus, whereas a Hammond teacher could secure satisfaction in 27 days or less, the full process can keep South Bend teachers dangling 18 weeks or more.**

Association negotiators in Hammond not only protected teachers' rights to minimum benefits established by state law, they also sought and won improvements. For example, Indiana law provides all teachers with two days of paid leave for personal business and sets no restriction on when or for what purposes such leave may be taken. Association negotiators won three days of personal leave in Hammond, plus the added advantage of having such unused days added to their cumulative unused sick leave. Beyond giving 24 hours notice, Hammond teachers are in no way restricted in utilizing their personal leave days.

The union in South Bend, however, secured no improvements on the state minimum, and agreed to administrative restrictions not required by law. Thus, the union's 1967 contract denied South Bend teachers the right to take personal leave days directly before and after vacations and specified that teachers must file a statement setting forth "the reason and the necessity" for requesting the leave in order to secure approval. Though the union's 1968 contract softened the requirement about proving "necessity" and securing "approval," this was offset by extending the prior notice requirements from the 48 hours specified in 1967 to "at least 7 days" specified in the 1968 contract.

**The Association's agreement in Hammond establishes specific maximums for class size at all grade levels and under varying conditions.** Thus, maximums of 25 are set for K-2, 27 for 3-6, and 28 for middle and secondary grades under normal conditions. However, class size maximums of 10 are set for emotionally disturbed pupils, 15 for the handicapped, and so on. Furthermore, Hammond authorities are constrained to negotiate with the Association should established limits be exceeded.

**The union's contract in South Bend, however, mentions only one figure on class size, an intolerable maximum of 35 pupils in elementary schools.** Instead of stipulating further negotiations to protect even this outsize maximum, the union's clause authorizes school authorities to exceed the 35-pupil maximum whenever they have reason to do so. Thus, not only did the union do nothing to improve teaching conditions, it placed South Bend teachers in the untenable position of endorsing the educationally unsound practice of outrageously large classes.

The fact that the NEA-ISTA affiliate in Hammond represented teachers fully and responsibly through exhaustive, sophisticated, and effective negotiations is fully documented both by the comprehensiveness and the enforceability of the agreement they won. **Hammond teachers secured not only economic gains and vast improvements in teaching conditions, they also won new channels to influence policies and programs affecting the profession and educational services.**

In contrast, the AFT contract in South Bend is not only weak and largely unenforceable on the exceedingly limited areas covered—it also reveals that the union actually avoided negotiations altogether in many major areas of concern to teachers. For example, instead of negotiating a voice for teachers on such matters as in-service training, the AFT contract stipulates that such programs "will be planned and directed by the assistant superintendent." Instead of negotiating on such vital matters as discipline, the union shunted off its responsibilities by establishing a "study committee," without stipulating a timetable for its work nor reserving negotiation rights on its report before new policies may be set. Similar shunting of negotiation responsibilities by establishing no-deadline "study committees" was resorted to on annuity plans, report card procedures, improvements in instruction, teachers' attendance at workshops, and so on.

**The results of two years of AFT representation have left South Bend teachers two years behind the times in negotiations.** Their December 5 vote rejecting the AFT and electing representation by NEA-ISTA's affiliate reveals their determination to start catching up.


**nea reporter**

Published monthly except August (two issues in September, October, and November) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C. 20036.

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EDPRESS

**NEA REPORTER** is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.

## 'Continue the momentum'

# Education leaders urge even stronger NEA

Education leaders representing all major segments of the organized profession met at NEA Center this month and directed NEA to continue the momentum of the past two years and to concentrate efforts to develop an even more potent role for the future. They urged the Association to continue expanding its programs for the professional and economic benefits of teachers throughout the nation.

Among the leaders were classroom teachers, state association officers and staff, local association representatives, and NEA officials and officers. Organizations represented included the Association of Classroom Teachers, the National Council of State Education Associations, and the National Council of Urban Education Associations, as well as representatives of NEA's major departments. About 80 persons were involved.

The January 3-5 session was opened by NEA President Elizabeth D. Koontz, who asked the group to make an in-depth study of present Association programs and priorities and to point the way for the future.

The leaders, meeting in 10 small groups, came up with a long list of specific proposals for strengthening NEA and the entire unified profession. To build a stronger, more comprehensive, and completely unified teaching profession, they urged NEA to:

- Plan for and fund a program to build and operate strong local education associations (they proposed a joint local-state-NEA funding formula to make a professional staff member available to every 2,000 unified members in the nation)
- Provide an intensive, broad leadership training program for local, state, and NEA staff members, officers, and leaders
- Offer with every membership an economic benefit such as liability insurance, accidental death insurance, or a discount on Association publications and special services
- Expand and make more visible the services offered in the 11 regional offices of NEA
- Use the political muscle of the Association to help elect those public officials who have consistently supported education
- Build up a large fund—perhaps $25 million—to use in emergency situations
- Establish a tax-exempt foundation which could solicit and administer grants and bequests and use the funds for the improvement of instruction of today's children
- Develop a research network so that local, state, and national associations can work together to improve educational standards, teacher training, and the status of the profession
- Expand communications with members at all levels, including a mechanism for two-way communication and for effective use of data processing.

The leaders were also concerned with financing the expanded program they urged. ACT Past President Ruth Trigg asked the participants to consider "whether we do not, as professional members of an association, demand excellence of our Association? And I would ask you to consider, Are we willing to pay for the new programs and the services that we, as members, are demanding?"

NEA Treasurer Nelson Kreuze told the participants that he believes that NEA must respond to the needs and desires of the majority of its members. He said he foresees three alternatives relating to finances: (1) reduce present programs, (2) increase membership, or (3) raise membership dues. The conferees generally agreed that the third alternative promised the best opportunity to maintain and extend the forward thrust of the united profession.

The leaders tackled the question of increased NEA dues. Although one group said that "$25 isn't enough," and another urged dues tied to a percentage of a member's salary, most called for the passage of a $25 dues amendment as the best first step toward a more adequate financial base for NEA and the united profession.

Such a proposal was submitted to the 1968 NEA Representative Assembly. It was requested by the NEA Board of Directors and has been endorsed by the NEA Executive Committee as well as by the governing bodies of ACT and NCUEA.

The amendment, #1 among those to be voted on by the 1969 Representative Assembly, would change the NEA bylaws by increasing active membership dues to $25, effective in 1970-71. Present dues are $15 annually.

Several groups stressed the need for payroll-deduction plans to simplify dues collection. They urged that dues-deduction plans be incorporated into contracts negotiated by NEA affiliates.

NEA Treasurer Nelson Kreuze, shown listening to another speaker, told the conferees that NEA must respond to the needs and desires of the majority of its members.

Participants at the January 3-5 sessions above are (left to right) Alan Stratton, executive secretary, National Faculty Association of Community and Junior Colleges; and E. Dale Kennedy, executive secretary, Michigan Education Association.

Charles Kuzminski, executive secretary of the Portland (Oregon) Association of Teachers, told the conferees that he believes a fully unified profession, with everyone on the same team, is essential to strengthening associations on all levels.

Nat'l Educ. Assn. photos (Di Dio)

Nicholas Duff, past president of the National Council of State Education Associations, urged NEA to speak out on critical issues.

## Connecticut association will back strikes

The Connecticut Education Association's board of directors has reversed a long-standing policy against strikes by public school teachers, approving a statement supporting strikes under certain conditions.

The new policy urges that "every reasonable effort be made to avoid the strike as a procedure for resolution of impasse between teacher groups and boards of education; however, under certain conditions the CEA will support a local affiliate which has taken strike action."

CEA said strike actions will be supported when "good faith efforts have been made by the local affiliate and when no group contract governing the terms and conditions of employment is in effect or honored or where the local board of education has repeatedly refused to negotiate in good faith."

## South Bend teachers oust union

Teachers in South Bend, Indiana, ousted the American Federation of Teachers last month and elected the South Bend Community Education Association as their exclusive representative for negotiation. Reversing a close vote of two years ago, the teachers chose the association by a vote of 815 to 697.

SBCEA President Peter Holmgren said the union lost because it did not perform. During the two years when the union had representation rights, the South Bend system dropped from 100th to 235th place in the state in terms of minimum salaries paid teachers, he said. The union agreed to accept a mere $150-a-year increase in teacher minimum pay, he added.

President Holmgren also pointed out that a strike called by the union in the spring failed after only about a third of the teachers went along. Many union teachers deserted the ranks during the strike, he said.

NEA President Elizabeth D. Koontz and NEA Executive Secretary Sam M. Lambert jointly congratulated the South Bend association on "a great victory." "Your success," they said, "will spur other associations throughout the country to turn back the inroads of unionism on the profession."

Indiana State Teachers Association Executive Secretary Robert H. Wyatt said that "the welfare of all Indiana teachers will be enhanced by the election of the South Bend Community Education Association."

When the union won representation rights two years ago, its margin of victory was one vote. The association increased its support by at least 78 votes this year. Nearly all—98.3 percent—of the teachers voted in last month's election, which was held December 5.

(A related story appears on page 2 of this issue.)

## Hearing on overseas teachers pay set for January 31 in Virginia

Litigation concerning the overseas teachers back-pay issue will pass another milestone on January 31. Judge Oren Lewis of the U.S. District Court for Northern Virginia will determine, as a result of hearings on January 31, if the case will go to trial.

The case involves an estimated $20 million in back-pay claims to persons who taught in Department of Defense schools between 1959 and 1965, whether or not they are still employed in DoD schools.

There are other judicial alternatives open in this complicated matter. Persons wishing more detailed information on the back-pay case may write to Mrs. Mary Condon Gereau, NEA/OEA Liaison, at NEA Center.

## Travel for the united profession

# *Five jet tours to Hawaii set for summer*

This summer, five jet planeloads of educators and their families will spend three days and nights in Las Vegas, seven days in sunny Hawaii, and three days in cosmopolitan San Francisco. They will fly by deluxe Super DC-8 aircraft, enjoy A-1 hotel accommodations, a number of meals, top entertainment in Las Vegas, sightseeing, even a special seminar to learn about the history of the Hawaiian peoples.

The cost of the entire tour will be $477 (from Chicago or Indianapolis) or $499 (from New York).

The five luxury tours are open now to members of NEA and of cooperating state associations. Offered by NEA's Division of Educational Travel, the tours may include members' immediate families.

The NEA Division of Educational Travel is offering these luxury tours for the third consecutive year. The past two years of the tours have been an outstanding success, and this year the division expects more than 1,000 persons to select these charter tours from the worldwide NEA travel program.

The tours leave from New York on July 6, July 20, and August 3; from Chicago on July 13; and from Indianapolis on July 27.

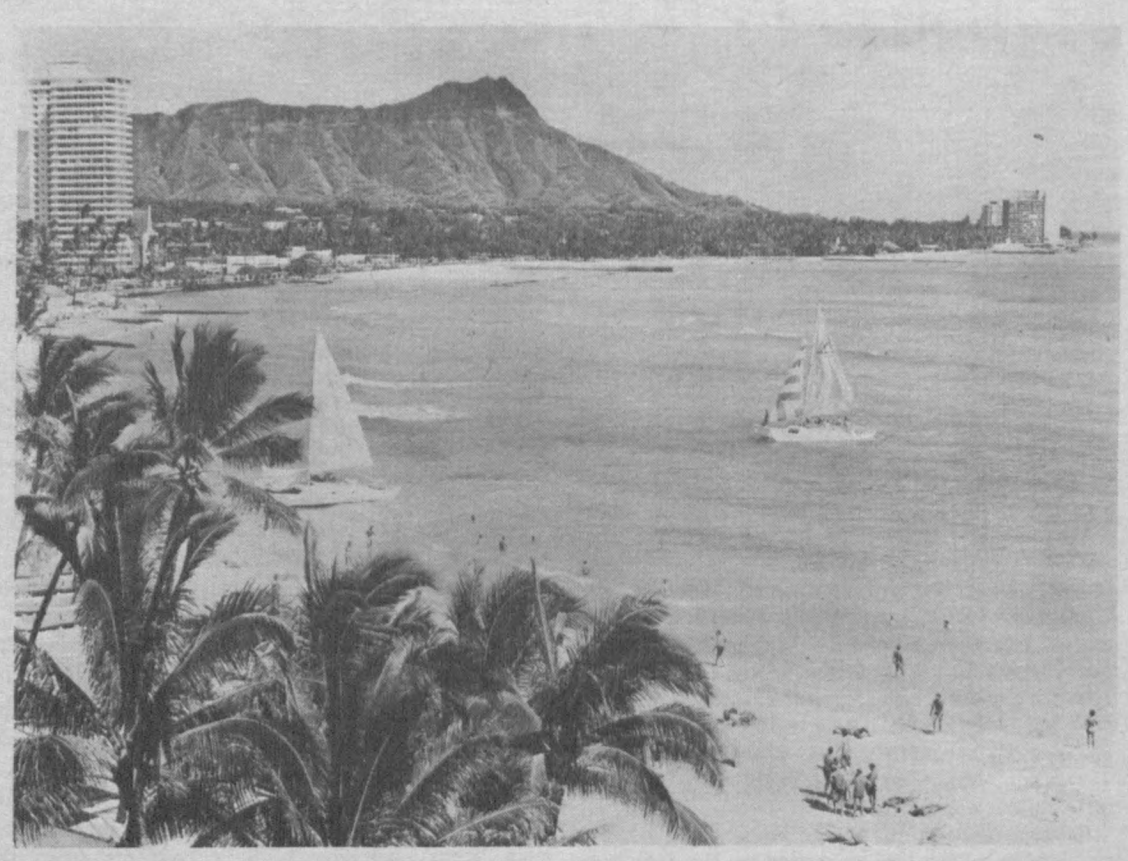
Sightseeing included in the tour price will take the group members on a city tour of Honolulu, including the Pacific War Memorial National Cemetery located within the Punchbowl Crater, the Manoa residential district, a view of the East-West Center of the University of Hawaii, and the breathtaking panorama of Honolulu as seen from Mt. Tantalus.

A tour of the Polynesian Culture Center includes six Polynesian villages, a buffet dinner, and a musical show. A special breakfast meeting is being arranged with members of the Hawaiian Education Association.

Ample free time is allowed for those who wish to tour the other Hawaiian islands on an optional basis. And of course, with Waikiki beach at hand, many hours have been set aside for "hoomanawanui," which in Hawaiian means "take it easy."

One of the NEA-arranged extras is $10,000 accident insurance coverage for tour members. Further, an experienced, NEA-approved tour director will be in charge throughout.

NEA sponsorship makes possible the exceptionally low prices for the 1969 charter tours. To get full details and an attractive illustrated brochure and application blank for the Hawaii charters, check the "Enchanting Hawaii" box on the coupon provided at the top of the next page.



Waikiki Beach, with Diamond Head in the background, is the setting for catamaran rides in warm Pacific waters. Seven days in Hawaii will be enjoyed by educators who sign up for one of the five luxury tours to Las Vegas, Honolulu, and San Francisco offered by the NEA Division of Educational Travel. The tours cost as little as $477.

One of the charming sights of Europe: Notre Dame de Paris

NEA group-fare and charter flights provide one of the most economical means for members to visit Europe. This summer, in addition, 24 tours of Europe are being offered as part of the travel program sponsored by NEA and cooperating state education associations. Round-trip air fare on some flights is as low as $213.

## *Summer '69*

## 24 Europe tours set

Twenty-four tours of Europe are part of the worldwide travel service being offered this summer by NEA and cosponsoring state associations. Tours range in price from $795 for 22 days in Europe, in the compact "Budget Tour" series, to $1,535 for the more leisurely five weeks of "Scandinavian Highlights" tours. Longer tours—of up to six weeks—are also available.

Tour departures to Europe are spaced throughout the summer, with the first of the "Europe, Major Highlights" tours leaving from New York on June 16. This tour includes London, Amsterdam, Florence, Venice, and Paris, plus the Riviera.

The final NEA tour of the season to return to the United States from Europe is the last section of "Europe, with Scandinavia," with arrival in New York August 18. This popular tour covers the gamut from the fjords of Norway to the Mediterranean. It shows in contrast the cultural, ethnic, and scenic differences of Europe.

In addition to the rapid-pace tours, the first-time tours, and the regular tours showing the familiar wonders of Europe, other tours have been arranged to take in out-of-the-way places, to offer a more leisurely pace, and to cater to special interests. Two such special tours are the "British Isles Literary Tour" and the recently added "European Photography Tour."

(See coupon at top of next page.)

# *Charter and group-fare flights make Europe a bargain*

The NEA Division of Educational Travel is offering chartered flights and group-fare flights again this summer, to give NEA members and their families an opportunity to get to Europe and back at very low cost. Several state education associations have reserved blocks of space for their own members on these flights.

A total of 26 luxury flights, all costing hundreds of dollars less than the ordinary round-trip, first-class jet fare, have been arranged by the NEA Division of Educational Travel. There will be 20 departures from New York, two from Chicago, and single departures from Boston, Columbus, Detroit, and Philadelphia.

The first transportation-only flight leaves June 16; the last departs on August 6. The flights go to Amsterdam or Brussels in most cases, though several flights go to Copenhagen, Lisbon, London, or Shannon. The last return date is August 30.

The number of days spent in Europe varies from 21 to 61 days. On all these special-fare flights, members are required to return together with their same group on the same date and on the same flight for which they were scheduled.

Round-trip air fare on these flights begins as low as $213, New York to London.

Applicants for NEA group-fare flights must have been members of the NEA (active, retired, student, or associate) at least six months prior to the date of flight departure. Where eligible, they must also be members of their state education association.

On charter flights, all applicants must have been members of the NEA on or before December 1, 1968.

The flights listed below are group-fare flights, not charter flights (some of the latter are already nearly sold out). Complete details on charter as well as group flights to Europe flights may be obtained by checking the box for "26 Jets to Europe" on the coupon that is provided at the top of the next page.

**GROUP-FARE FLIGHTS TO EUROPE**

| Flight Code # | No. Days | Depart | Return | City | Round Trip Airfare |
|---|---|---|---|---|---|
| TGE-1 | 43 | June 16 | July 28 | New York-Copenhagen; Glasgow-New York | $283 |
| TGE-2 | 43 | June 23 | Aug. 4 | New York-Copenhagen; Glasgow-New York | $283 |
| TGE-4 | 45 | June 24 | Aug. 7 | New York-Lisbon; London-New York | $265 |
| TGE-5 | 45 | July 1 | Aug. 14 | New York-Lisbon; London-New York | $265 |
| TGE-6 | 39 | June 30 | Aug. 7 | New York-Shannon; Paris-New York | $265 |
| TGE-7 | 39 | July 7 | Aug. 14 | New York-Shannon; Paris-New York | $265 |
| TGE-8 | 37 | June 17 | July 23 | New York-Amsterdam-New York | $265 |
| TGE-9 | 37 | June 24 | July 30 | New York-Amsterdam-New York | $265 |
| TGE-10 | 37 | July 1 | Aug. 6 | New York-Amsterdam-New York | $265 |
| T/EYH-1 | 31 | July 7 | Aug. 6 | New York-Brussels-New York | $265 |
| T/EYH-2 | 31 | July 14 | Aug. 13 | New York-Brussels-New York | $265 |
| T/EYH-3 | 37 | July 2 | Aug. 7 | New York-Brussels-New York | $265 |
| T/EYH-4 | 37 | July 9 | Aug. 14 | New York-Brussels-New York | $265 |

Panoramic view of a part of Stockholm, Sweden

Tours to Europe, including Scandinavia, are a major part of the travel program provided by the NEA Division of Educational Travel in cooperation with many state education associations. The coupon at right is designed to bring prompt, detailed information about educational travel varying from world tours to government seminars.

# *Wide range of NEA travel projects open*

A broad range of travel benefits is open to members of the united teaching profession and their immediate families. And, where flight arrangements permit, a friend may accompany a member.

These travel projects are arranged by the NEA Division of Educational Travel. The NEA travel program, cosponsored by many state education associations, is operated by and for educators on a nonprofit basis. It is neither commercially oriented nor commercially operated.

Most of the 94 tours this year (those listed in "Windows on the World") are more leisurely and extensive than the 10 budget tours described in detail in the special "Budget Tours for Dollar-Conscious Travelers."

The budget tours include five to Europe and one each to the Soviet Union, the Middle East, the Orient, South America, and Around the World. Half are 22-day tours; the others range up to 38 days. Their price tags start at under $800 and most are less than $1,000. The Around the World budget tour is being offered for $1,795.

Additional details on NEA's entire travel program are given beginning on page 70 of the January *Today's Education*.

**To: NEA Division of Educational Travel**
**1201 Sixteenth Street, N.W.**
**Washington, D.C. 20036**

Use pencil or ball-point pen

Please send me free descriptive brochures as follows:

- ☐ "Windows on the World," catalog summary of all 94 NEA-directed tours
- ☐ "Budget Tours for Dollar-Conscious Travelers," listing 10 tours
- ☐ "Enchanting Hawaii," charter tours including Las Vegas and San Francisco
- ☐ "26 Jets to Europe," transportation-only, round-trip flights without tour arrangements, as low as $213.

Please send me detailed itineraries for the tours checked below:

| | | |
|---|---|---|
| ☐ | NT-1 and 2 | Scandinavian Highlights |
| ☐ | GE-8, 9, 10 | Europe, Major Highlights |
| ☐ | GE-1, 2, 3 | Europe, with Scandinavia |
| ☐ | LT | European Literary Tour |
| ☐ | APT | European Photography Tour (credit from Arizona State Univ.) |
| ☐ | CA | Mexico, Central America, and the Yucatan |
| ☐ | NECMP | New England-Canadian Maritime Provinces |
| ☐ | AHP | American History Pilgrimage |
| ☐ | WUN | Washington-United Nations Seminar |
| ☐ | CRPN | Canadian Rockies-Pacific Northwest |
| ☐ | ACR | Alaska-Canadian Rockies |
| ☐ | A-1 and 2 | Exploring Alaska |

Name _____

Street _____

City _____

State _____ Zip Code _____

NEA Reporter 1/69

cut here and mail to the address above

# *Western hemisphere seen as new teacher travel trend*

Western hemisphere travel is a new trend in teacher travel, according to the NEA Division of Educational Travel. Teachers are discovering that there is just as much to see in the United States, Canada, and Central and South America as in more distant places.

Tours of Mexico continue to lead the demand for travel south of the border, the Division reports. But the other plateau countries of Central America are luring ever more educators to savor the delightful culture blends of Indian, Spanish, and other European and African backgrounds.

A tour into New England and the Canadian Maritime Provinces offers educators an exceptional opportunity to visit the Eastern seaboard cities of New York, Providence, and Boston, plus the French-settled city of Quebec. The tour also covers historic and scenic points of interest en route, including Halifax and other British- and French-oriented parts of far eastern Canada.

Educators seeking to witness, relive, and better understand Colonial and early American history may sign up for the "American History Pilgrimage." This tour, offered in cooperation with Western Illinois University, includes visits to Washington, D.C.; Williamsburg, Virginia; Providence, Rhode Island; and Boston and Sturbridge, Massachusetts.

The natural splendor of the Pacific Northwest is the major attraction of the 16-day "Canadian Rockies-Pacific Northwest" tour. Costing $659 from Chicago, the tour encompasses Mt. Rainier, Puget Sound, Banff and Jasper National Parks—all reached in luxury and comfort by air, boat, special bus, and even by gondola lift.

The scenery of Alaska is offered in three tours originating from Seattle. Two "Exploring Alaska" tours fly to Ketchikan and Juneau, followed by a full-day boat trip through virgin forests and past glaciers to Skagway. The tour continues by narrow-gauge railway and deluxe motor coach.

The "Alaska-Canadian Rockies" tour begins with a visit to the Banff, Lake Louise, area, then goes on to the Canadian seaport of Prince Rupert. This is followed by a short flight to Sitka, then a day of cruising on Glacier Bay, and a flight to Skagway. The return voyage is a three-and-a-half-day idyllic voyage aboard ship, gliding south through the famed Inside Passage.

The Washington-United Nations Seminar is being offered again this summer in cooperation with the National Council for the Social Studies. The seminar includes arrangements for both undergraduate and graduate academic credit. The campus for the first four weeks of the seminar is Capitol Hill and the halls of government. A Supreme Court Justice, Senators and Congressmen, and top officials of the Executive Branch meet with this special group of NEA educators. The seminar then moves to New York for a week to observe the workings of the UN.

All the tours mentioned above are described in brochures that may be requested free by using the coupon at the top of this page.

Dramatic view on an Alaska cruise

The natural splendor of the Pacific Northwest is the major attraction on NEA and state association-sponsored tours into Canada and Alaska. Travelers go by plane, boat, special bus, narrow-gauge railway, even gondola lift. The coupon above may be used to request additional details about any of the tours in the NEA Educational Travel Division program.

# 10,000 attend science teachers regionals

The National Science Teachers Association recently completed a series of nine annual regional conferences attended by more than 10,000 science educators in the United States and Canada.

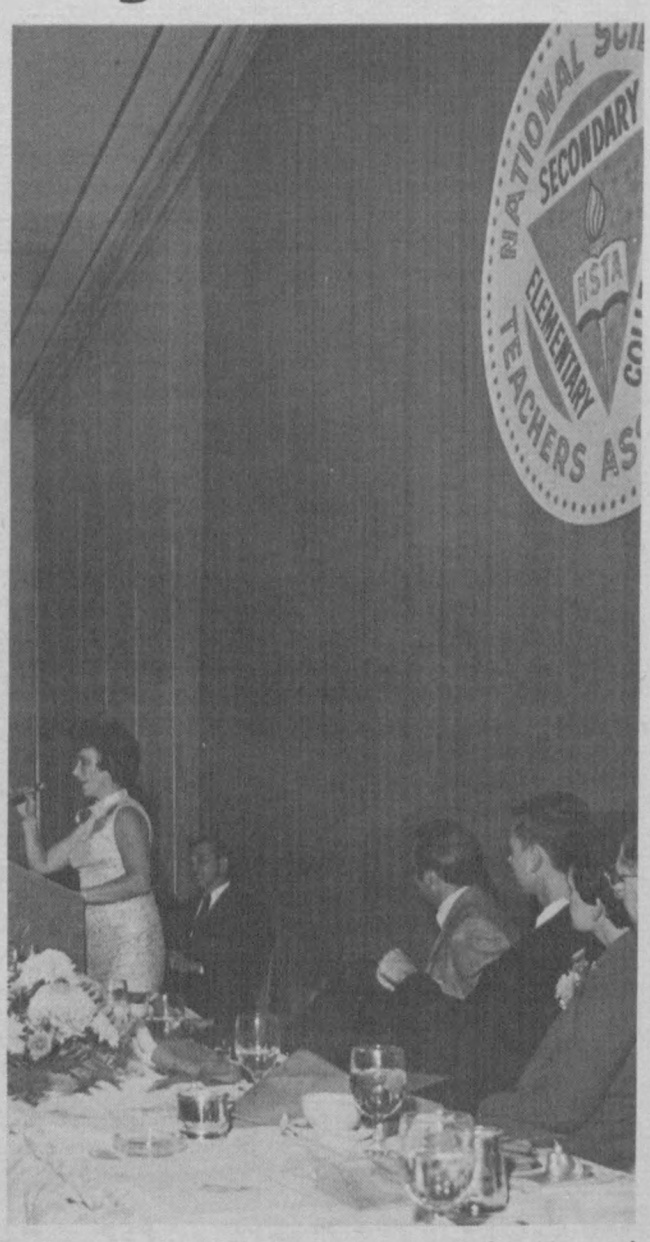
The three-day conferences were held in Winnipeg, Manitoba; Charleston, S.C.; New York; Chicago; Portland, Oreg.; Little Rock; Denver; Charleston, W.Va.; and Las Vegas.

The regional meetings included exhibits of the latest instructional materials in science; sessions devoted to new curriculum projects for elementary through college levels; and guest lectures by well-known figures in science and science education.

NSTA is holding its Pacific Regional Conference June 12-17 at the Hilton Hawaiian Village Hotel, Honolulu. The vacation conference will include tours for the science-minded as well as work sessions. Information regarding an economical package trip that has been arranged by NSTA is available from Henry J. Bindel, NSTA, at NEA Center.

At the National Science Teachers Association's North Central Regional Conference in Chicago last fall, NSTA planners talk with Joseph MacInnis (left), director of Deep Sea Diving Ocean Systems. With Dr. MacInnis, left to right, are Peter McKinney; Sister Mary Ivo Miller, chairman of the conference; and Mary Alice WcWhinnie.

At the NSTA Midwest Regional Conference in November, Carol McCallum (standing), leads an elementary science session. She is with the Cherry Creek Public Schools, Englewood, Colorado.




Speaking beneath the symbol of the National Science Teachers Association is NSTA President Elizabeth A. Simendinger, of Old Westbury, N.Y.

## NEA opens New England service office

NEA has begun a new pilot program to market economic services, including tax sheltered annuities, insurance, and mutual fund programs, for New England teachers.

"Programs currently established and those in development will be made more easily accessible to teachers and students preparing to teach through a new office to be established in liaison with NEA's New England Office," said NEA Associate Executive Secretary Cecil J. Hannan.

The project will be under the direction of NEA's top marketing specialist, Joseph A. Letorney, formerly a teacher in Massachusetts and a teacher-leader among New England teachers. In announcing the appointment, Dr. Hannan noted that "the assignment of Mr. Letorney to this vital post is indicative of the importance we attach to this special program to bring NEA services closer to our members."

Mr. Letorney served as the first chairman of the NEA Special Services Committee and has been instrumental in the development and promotion of all current special services of the NEA. His primary responsibility in this newly created post will be to develop a viable structure which will enable teachers to become aware of the various services offered by the NEA. The pilot program will serve as a demonstration effort to establish nationwide marketing principles for the nearly 9,000 state and local affiliates of NEA.

Mr. Letorney's office will be located in the NEA Regional Office, 20 Ashburton Place, Boston, Mass. 02108. He may be reached by telephoning (617) 227-4044.

### NEA legislative aim

## $6 billion aid still the goal

The NEA Legislative Commission has announced that its prime target during the 91st Congress is enactment of a $6 billion general federal education assistance program. That NEA-sponsored program would provide $100 per school-age child to the states for such purposes as meeting the urgent educational needs of their cities, attracting and holding top-quality teachers in the profession by improved salaries, and initiating and expanding preschool and summer programs.

A second concern for 1969 is securing full funding of the many federal education programs now authorized by legislation. The Legislative Commission emphasized that actual spending appropriations continue to lag far behind the amounts authorized by Congress for these programs, seriously hampering progress toward major successes.

The commission seeks creation during 1969 of a Cabinet-level Department of Education and Manpower Training in face of the continuing emergence of education as one of the most pervasive and demanding sectors of American life. Commission spokesmen pointed out that few Americans are not a part of this sector as students, parents of students, or teachers, and none are unaffected by the quality of the educational experience offered to American citizens.

Another part of the NEA legislative program is a continued effort toward extension of public education downward to pre-kindergarten years and upward at least two years beyond the present 12th grade.

As the "technetronic" revolution accelerates, the commission is also concerned in securing the best possible revision of the outdated copyright law to provide fair and clear standards for classroom use of printed materials and newer media.

Two other top legislative items are securing tax deductibility of teachers' educational expenses and establishing eligibility of teachers for hospitalization benefits under the federal Medicare program.

### Involvement sought

## ACT Forum plans for minority roles

Members of the ACT Forum met for the second time in Washington, D.C., last month to develop plans for increased minority group participation in the professional associations.

Among the ideas explored by this agency of NEA's Association of Classroom Teachers were:

- Securing minority group representation on committees, commissions, task forces, and other bodies within the united teaching profession
- Undertaking a massive campaign to recruit minority group members in local, state, and national associations
- Cooperating with other segments of the teaching profession in the sponsorship of conferences dealing with the problems of minority groups
- Developing materials to stimulate discussion of the issue of minority group involvement in professional associations.

Ruth Trigg, chairman of the Forum and immediate past president of the ACT, said, "I am gratified that the Forum members are thinking not only in terms of what the professional associations can do in the area of minority involvement but also in terms of what they as individuals can do in their own communities and states."

## NTL planning leaders labs

A new series of Community Leadership Laboratories has been announced by the NTL Institute for Applied Behavioral Science, associated with NEA. NTL has begun an intensive recruitment effort to ensure participation in the laboratories by people representing a wide range of groups interested in and affected by community issues. Educators are particularly welcome at the laboratories, NTL spokesmen said.

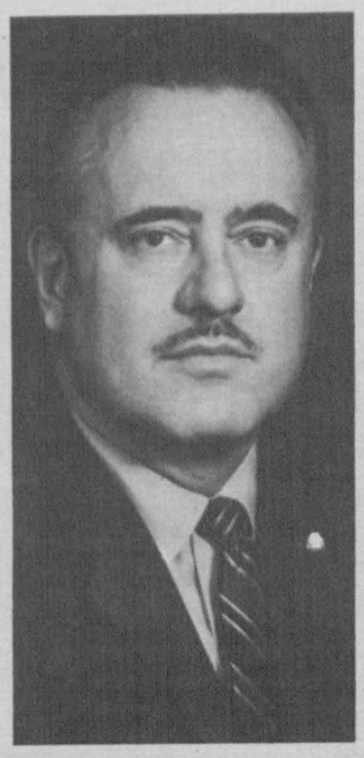
The new series of laboratories is planned as a means to a higher level of productivity in committees, agencies, and associations that study community problems, arouse public interest, and take action. They are designed to lead to greater skill in the roles of leader, consultant, and group member and to lead to a better understanding of self, of small groups, of community problem-solving processes, and of community forces for and against action.

The laboratories will be held February 2-8 in Easton, Maryland; March 9-15 in Battle Creek, Michigan; April 20-26 in Phoenix, Arizona; and May 18-24 in San Francisco. Tuition is $225; room and board is about $16 a day.

Information about the series is available from Robert A. Luke, Jr., NTL Institute for Applied Behavioral Science, at NEA Center.

# current

## Staff Development Academy director named



Ralph P. Joy
*Academy director*

Ralph P. Joy has been named director of the NEA Staff Development Academy, a newly established service unit to provide professional growth opportunities for local, state, and NEA staff members. Mr. Joy assumed the post on January 1.

NEA Executive Secretary Sam M. Lambert, in announcing Mr. Joy's appointment, called the work of the academy a "vital responsibility to the staff and to the members of the united teaching profession."

"It isn't enough," said Dr. Lambert, "to recruit the best possible staff to serve the profession. Staff training and development is an obligation to our members and staff, and both will benefit as that obligation is met. Ralph Joy understands this very well, and his experience and proven ability in leadership training make him highly qualified to direct the Staff Development Academy."

During his five years as an NEA staff member, Mr. Joy's work has focused on the training of local and state association leadership throughout the country. Until January 1, he was associate director of the Division of Affiliates and Membership. He has been a high school teacher, adult educator, and local association executive secretary.

Mr. Joy describes himself as a teacher-advocate. That is the role for which the Staff Development Academy, under his direction, will prepare staff members.

"Every staff member," he points out, "is in the final analysis accountable to the members of the united teaching profession. The goal of the academy is to ensure a constant growth of commitment, knowledge, and skills for the staff which serves the profession."

Mr. Joy plans to proceed quickly to establish an advisory board, map out a program for the first year, and prepare a staff training program for the summer of 1969. A faculty will be drawn from NEA and its affiliates. As soon as possible, the program of the academy will be year-round and will offer a variety of experiences designed to meet the practical needs of professional staff members, including orientation for new staff members and in-service development for more experienced staff members.

"My present thinking," says Mr. Joy, "is that we must offer some basic, general courses in consultant-trainer skills, human relations, the change-agent role, crisis management, and organizational fundamentals. These will provide a base for specialized courses in every significant facet of association work—negotiation, grievance processing, public relations, communication skills, and association management and finance, to name only a few."

**What's going on in TV, radio, press, and national magazines**

### Television

*(All times are Eastern)*

**Discovery — Sunday, February 2, ABC-TV, 11:30 a.m.** "Discovery Goes to Sweden." *February 9:* "Discovery Goes to Switzerland—Part I." *February 16:* "Switzerland—Part II." *February 23:* "The Gulf Stream."

**The 21st Century—Sunday, February 2, CBS-TV, 6 p.m.** "Report on Cancer." *February 9:* "Inventing Tomorrow." *February 16:* "The First 10 Months—Part I." *February 23:* "The First 10 Months—Part II."

**NET Journal—Monday, February 3, NET-TV, 9 p.m.** "American Samoa: Paradise Lost?" A report on the Westernization of a tropical paradise.

**Hallmark Hall of Fame—Wednesday, February 5, NBC-TV, 7:30 p.m.** "Teacher, Teacher." A drama by Allan Sloane about a tutor who tries to rehabilitate a mentally retarded youth.

**NBC Experiment in Television—Friday, February 7, NBC-TV, 10 p.m.** "This Is Sholom Aleichem," explores the life and works of the famed Jewish writer.

**The View From Space—Sunday, February 9, ABC-TV, 7 p.m.** The earth is explored from the vantage of space.

**A Midsummer Night's Dream—Sunday, February 9, CBS-TV, 9 p.m.** A Royal Shakespeare Company of England's production.

**Heart Attack—Monday, February 10, ABC-TV, 10 p.m.** A close-up of heart trouble: causes, diagnosis, treatment, and research into new techniques of surgery and transplants.

**NET Journal—Monday, February 17, NET-TV, 9 p.m.** "The Battered Child." Children recovering from home abuse are studied at the University of Colorado Medical Center by a special team of psychiatrists, pediatricians, and social workers.

**National Geographic Society—Tuesday, February 18, CBS-TV, 7:30 p.m.** "Australia—The Timeless Land." A look at Australia's Outback.

**CBS Playhouse — Tuesday, February 25, CBS-TV, 9:30 p.m.** "The Experiment." Drama by Ellen M. Violet about a brilliant young scientist who is confronted with the limitations and insensitivity of the Establishment.

### Magazines

*(February issues except where noted)*

**Atlantic Monthly** — "Notes from the Journal of a Gentle Revolutionary," by James S. Kunen, a 20-year-old junior who participated in last spring's Columbia University riots.

**Fortune** *(January issue)*—Complete issue devoted to American youth.

**Family Circle**—"What's Right for the Left-handed Child," by Alix Kerr.

**Harper's**—"Atlanta's Culture for All Seasons," by Russell Lynes. Shows how a cultural oasis has sprung up in the South. "What You Can Do To Improve TV," by FCC member Nicholas Johnson.

**Psychology**—Complete issue on psychology and the judicial system; "The Dilemma," by June L. Tapp.

**Saturday Evening Post** *(Feb. 8)*—"School Is Bad for Children," by John Holt.

## Teachers TV Guides select spring network programs

Teachers Guides to Television —an educational service described as a breakthrough which makes it possible to bring the classroom into the real world—has announced its selection of network television programs for the spring semester.

The guides provide for teachers a single source of information about programs on all the major networks. They provide instructional material for teachers in the form of a schedule of specially selected programs for the entire semester, a bibliography prepared by the American Library Association, and a calendar poster for the classroom bulletin board.

The 14 programs of outstanding educational value chosen for the spring semester are: February 9, "A Midsummer Night's Dream," CBS; February 9, "The View from Space," ABC; February 25, "The Experiment" (CBS Playhouse); March 2, "Nature's Adaptation," ABC; March 9, "Wizard of Oz," NBC; March 17, "Three Young Americans," ABC; March 26, "Adventures at the Jade Sea," CBS; April 16, "Cinderella," CBS; April 22, "White Paper: Ordeal of the American City," NBC; April 24, "Meet George Washington," NBC; May 8, "The Last Great Adventure," ABC; May 11, "Mirror of America," NBC; News—Freedom and Responsibility, National, All Networks; News—War and Peace, International, All Networks.

Issues of Teachers Guides to Television are published at the beginning of the fall and spring semesters. The cost for the 1969-70 school year is $2 (plus 25c per magazine postage and handling for fewer than ten orders). The 1969 spring semester issue only is $1 (plus 25c per magazine for first class handling).

Subscriptions are available from Teachers Guides to Television, P.O. Box No. 564, Lenox Hill Station, New York, New York 10021. Orders for fewer than ten must be accompanied by payment.

### "See How They Learn" in NEA Journal

This photo is one of some 30 that will appear in the February *Today's Education*, the NEA Journal, in a special feature called "See How They Learn." Leading photographers' work in the section reveals how technology is being applied to the learning process in many kinds of schools in many parts of the land. In an essay introducing the section, 1968-69 NEA President Elizabeth D. Koontz says, "The hardest gap to bridge is not the generation gap but the gap between what is and what could be in the schools."

## '67-'68 is record year for teacher strikes

Almost eighty percent of the estimated man-days involved in teacher strikes and work stoppages since 1940 occurred during the school year 1967-68, according to a recent report by the NEA Research Division. In number, the 114 strikes in 1967-68—"a veritable explosion," the report declares—were more than one-third of the 295 carried out over the 28-year span.

Last school year, 63 strikes occurred before November 1. This compares with an unofficial estimate of 32 during that period in the current school year. While this 1968-69 figure is only half that of the previous school year's opening months, it still is almost double the number of strikes in any entire school year prior to 1966-67.

Five or fewer teacher strikes a year were reported from 1960-61 through 1963-64. They then escalated to 12 in 1964-65; 18 in 1965-66; 34 in 1966-67; and 114 in 1967-68.

"Strikes by underpaid, overworked, and often unheeded teachers have become a familiar element in the nation's evolving education system," said Sam M. Lambert, NEA executive secretary. "The strikes frequently have been nurtured by the apathy of the public and some school officials. They are destined to decrease, however—perhaps are already starting to do so—as the taxpaying public exhibits willingness to pay for quality education and as ground rules for teacher-school board negotiations become perfected and accepted in more communities."

Meanwhile, the NEA Executive Committee has authorized the Association's Legislative Commission to begin a study of the feasibility of a federal professional negotiations law—one which would serve to strengthen existing state legislation and help resolve impasses in states which do not have statutory procedures.

The new Research Division report points out that the 1.4 million man-days involved in work stoppages last school year, although much greater than in earlier years, actually were less than one-half of one percent of the estimated 367 million man-days of instruction scheduled by schools in the United States for the year.

Fewer than 8 teachers in 100 were involved in strikes last year. In many districts, the days lost because of strikes were rescheduled during the school year to meet the state minimum attendance requirements.

Statewide strikes or work stoppages "to stimulate passage of education legislation" occurred in three states: Florida, Oklahoma, and Pennsylvania. In Florida, with 67 districts, an estimated 32,000 teachers were involved. In Oklahoma, with 940 districts, 13,500 teachers were involved, and in Pennsylvania, with 590 districts, 22,062 teachers.

Of the teachers involved last year (1967-68), an estimated 70,955 were in the 38 strikes—including 9 of the 11 that ran 15 days or more—called by teacher unions, while 90,406 were in the 70 strikes conducted by education associations.

The union-led strikes involved an estimated 862,275 man-days compared to 566,208 for the professional associations. (Membership in the American Federation of Teachers, AFL-CIO, was only 163,338 in May 1968, while NEA membership was 1,081,660.)

# Black power defended on Human Rights Day

"Black power did not start up from slavery—it started down from kings," declared Harland Randolph, vice-president of development at Federal City College, at the International Human Rights Day Observances held last month at NEA Center. The observance was sponsored by the NEA Committee on International Relations and the NEA Center for Human Relations.

Mr. Randolph criticized those educators who assumed awareness of inner-city problems on the basis of having acquired a Ph.D. The black mother whose child has been bitten by a rat knows more about the real problems of poverty, hunger, and racial hatred, Mr. Randolph said.

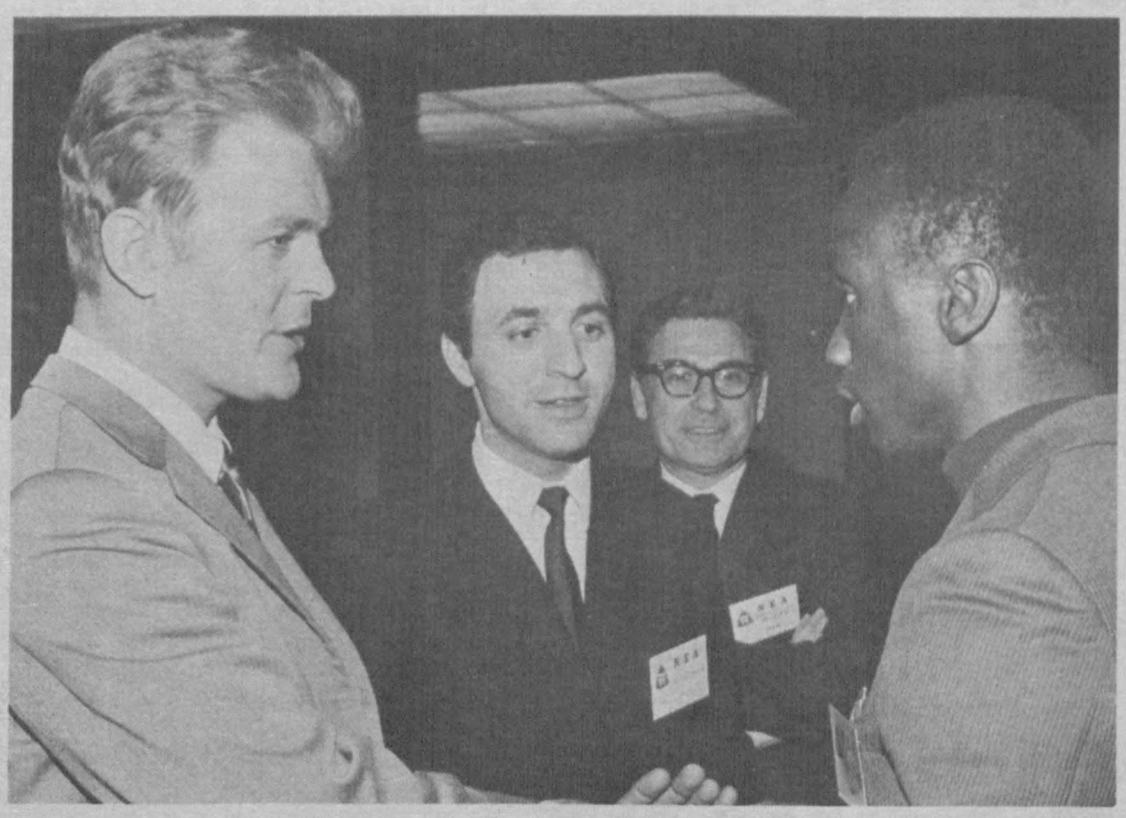
The term "black power" should not throw the white community into a state of shock, Mr. Randolph said. Black power is creativity, love of man, hanging together as a group, a community, a willingness to die for the "dream of America" if necessary, he explained.

Another speaker, the Rev. Geno Baroni, a member of the District of Columbia Commission on Human Relations and director of urban affairs for the Archdiocese of Washington, warned that America is breaking up into two separate classes as a result of chronic deterioration in housing, education, employment, and religion. "The scandal of our affluence is that we can sit by and tolerate people living among us who have no hope," he charged.

"We, the great American white middle class, have a great passion for individualism . . . but downright hostility toward helping groups or masses," said Father Baroni. "We are social Darwinists when it comes to concern for the masses."

NEA Executive Secretary Sam M. Lambert told the conferees that "today's world and the achievements of tomorrow's brightest hopes will require strong determination and profound awareness." The history of institutions, Dr. Lambert said, "indeed of civilization, will depend upon the way that responsible leaders and an informed community meet the challenge of human rights.

"The NEA does not intend to shrink from its social responsibilities and its moral convictions," he asserted.



A panel of foreign and American students took part in the International Human Rights Day Observance at NEA Center. The students were critical of United States efforts toward human rights, though they admitted that no other country allows as much individual freedom as is exercised in the United States. Students above (left to right) are Ulrich Wesche, of Germany; Abdelhai Chouikha, of Tunisia; and Edwin Fondo, of Cameroon. Behind them is Braulio Alonso, executive secretary of the NEA Committee on International Relations, a cosponsor of the observance.

# Membership up in unified states as healthy enrollment year is seen

NEA membership in Alaska, Kentucky, New Mexico, and Wyoming—all in their first year of unified professional membership—has already exceeded last year's membership there. 1968 NEA membership in the four states totalled 39,418. This year, by January 1, there were 46,800 unified members in the four states—an increase of more than 7,300.

Michigan, which adopted unification in 1967, continues to gain in unified membership, currently topping its 1968 mark of 65,105 by more than 3,500. Other unified states report present membership at very near last year's final totals.

Complete NEA membership reports have not been available because a new data processing system is being programed. Present estimates, however, show no overall decrease in membership which might have resulted from the $5 NEA dues increase effective this year.

In 1958, the year NEA dues increased from $5 to $10, membership dropped 87,000.

Although unified states lead NEA membership gains, many local associations in states not yet unified are reporting increased membership. Buffalo and Rochester, New York; Des Moines, Iowa; Madison, Wisconsin; Omaha, Nebraska; and Fairfax County, Virginia, are among local affiliates that have more NEA members this year.

Also contributing to the healthy membership enrollment this year are increased NEA services to individual members and local and state affiliates, strong local and state membership campaigns, and the attitudes of the members themselves. Teachers have demanded good representation and increased benefits and services from their associations. Membership figures show that they are prepared to pay the dues required to support the programs of the united teaching profession.

## South Vietnamese minister on a final visit

Le Minh Tri, minister of culture, education, and youth for the government of South Vietnam, is greeted by NEA President Elizabeth D. Koontz during his visit to NEA center last month. Minister Tri was assassinated upon his return to his homeland a few weeks later. His visit to NEA Center was coordinated by the NEA Committee on International Relations.

*High standards called for*

# NEA committee endorses quality education for Indians

NEA's ad hoc committee on Indian education—meeting for the first time last month—endorsed "a high quality education" for every American Indian child, on or off the reservation. The committee also set as a prime objective "an education for Indians from kindergarten through junior college . . . with the door open for earlier education of young children."

The committee, which is chaired by Lewis R. Tamblyn, coordinator of rural services for the NEA Division of Field Services, met December 15 and 16 in Gallup, New Mexico. The committee decided to "earnestly solicit" the cooperation of all related or interested agencies in the promotion and initiation of quality education programs for Indian children.

The NEA committee urged high standards for administrators and teachers in Indian schools and urged that present state department requirements be set as minimums "in the interest of the Bureau of Indian Affairs policy of phasing out and coordination with public school patterns." The committee added that such phasing out of BIA schools in favor of public education for Indian children might be BIA's greatest success.

The NEA committee also endorsed, in principle, a report, "Quality Education for American Indians," which was prepared in 1967 by the Subcommittee on Education of the Senate Committee on Labor and Public Welfare. That report calls for a review of Indian education, higher quality of such education, moving Indian children from boarding schools into community schools on the reservation, and greater involvement of Indian parents and tribal leaders in the education of Indian children.

The NEA ad hoc committee on Indian education is scheduled to meet again February 1-2 in Kayenta, Arizona.

# NEA Teach Corps seeking Spanish-speaking teachers

The NEA Overseas Teach Corps of the NEA Committee on International Relations is seeking experienced teachers who can teach in good Spanish and who would be interested in working during the summer with Latin American colleagues. The committee is also interested in those who can teach in Portuguese or French.

Next summer will be the sixth year of the Teach Corps, which has sent teams of teachers to developing countries in Africa, Asia, the Carribbean, and Latin America to conduct in-service teacher training workshops. The NEA members volunteer their professional services, receiving in return transportation, living expenses, and an unforgettable experience.

The Committee on International Relations has received many applications from those who can teach in English only, but very much needs more applicants who can teach in Spanish, Portuguese (for Brazil), and French (for some African countries).

# *Matching begun as NEA*SEARCH gets a head start*

"A member of NEA suggested that I send my name to NEA*SEARCH."

And because she followed the suggestion, Rachel Vaughan of Bolivar, Tennessee, now has a teaching position that was selected by the NEA*SEARCH computer according to her preferences.

This incident not only illustrates that NEA's centralized locator service can do the job it was set up to do, according to Director Osborne A. Payne, but points up the invaluable assistance of state teachers association and student association representatives in bringing this service to the attention of members throughout the nation.

Miss Vaughan represents the ideal NEA*SEARCH participant, Mr. Payne said. She kept her preferences broad, responded immediately when she heard from the prospective employer, and notified NEA*SEARCH as soon as she accepted the position.

Over 2,000 candidates are now being contacted with results of the initial 1969 computer run on January 15, in which employers requested over 3,000 names. Many of the experienced teachers in this initial file also hold administrative or supervisory certificates. And the cooperative effort of Student NEA and NEA*SEARCH has considerably expanded the file of new teachers this year.

The three-month head start on matching (January instead of March) produced a heavier response from employers than anticipated for the initial run, and again this year their requests exceeded available candidates. The greatest need, as in previous years, is in elementary education, special education, secondary science and math, and industrial arts.

NEA's new computer will provide more frequent matches than in the past, and this year notification printouts will go to the job seekers as well as employers.

The job-locator service of NEA continues to be available this year to all elementary and secondary teachers, school librarians, counselors, school social workers, TV teachers, and audio-visual specialists and coordinators. The expansion this year (see List A, next page) includes school psychologists, school nurses, adult and religious educators, and as an important beginning step, most administrative positions. In the area of administrative positions, NEA*SEARCH will—in order to maintain confidentiality of records—forward notification of matches to job seekers only.

Only those specialties listed on Form T (rev. 69) can be served through NEA*SEARCH. Additional copies of Forms T and V are available on request or both forms may be duplicated.

The NEA*SEARCH registration fee for professionals is $10 for the hiring season ending in September 1969. The fee is $6 for students seeking their first teaching job. The fee schedule continues to favor NEA and Student NEA members, who get a 50 percent discount. Nonmembers have the option of joining the NEA or Student NEA simultaneously with NEA*SEARCH registration and receiving the same discount.

Employers may contact candidates directly, although the printout to the job seeker notifying him of the match suggests that he make the initial contact.

NEA*SEARCH is a nonevaluative service, Mr. Payne said. It seeks to bring together educators and employers who are then expected to make their own evaluation.

**NEA*SEARCH also provides, on a limited basis and when feasible, consultant, speaker, and exhibit services for state and local association and other meetings.**

## List B / U.S. and Foreign Regions

For use with Item (24). You may select 1 from this list.

**U.S. Regions**

A East Coast—ME, VT, NH, MA, CT, RI, NY, PA, NJ, MD, DE, WV, VA, DC, NC, SC, GA, FL

B North Central—ND, SD, MN, NB, IA, KS, MO, WI, MI, IL IN, OH

C South Central—OK, AR, TX, LA, KY, TN, MS, AL

D Pacific—WA, OR, CA, AK, HI
E South Mountain—NV, UT, CO, AZ, NM
F North Mountain—MT, ID, WY
P Anywhere in Continental U.S.

**Foreign Regions**

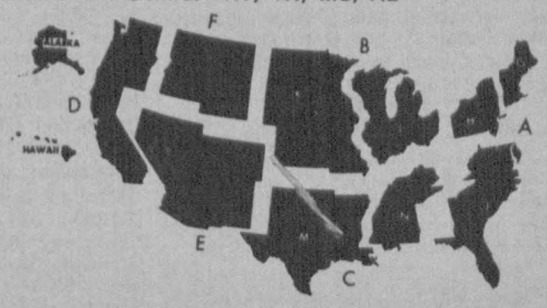
Q U.S. possessions not included in STATE LIST
R Canada
S Other foreign

**General**

T Any or all above categories

**U.S. Subregions**

G New England—ME, VT, NH, MA, CT, RI
H Middle Atlantic—NY, NJ, PA
J South Atlantic—MD, DE, WV, VA, DC, NC, SC, GA, FL
K West North Central—ND, SD, MN, NB, IA, KS, MO
L East North Central—WI, MI, IL, IN, OH
M West South Central—OK, AR, TX, LA
N East South Central—KY, TN, MS, AL




**NOTE: IT IS NECESSARY TO REFER TO LISTS A, B, AND C TO COMPLETE THE FORM BELOW. LIST B IS ON THIS PAGE; LISTS A AND C ARE ON THE FOLLOWING PAGE.**

Cut here and mail—complete both sides of form

# NEA*SEARCH

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**GENERAL INSTRUCTIONS:** The computer will work for you only if you give it information it can work with: write only one letter or number in each box. In Items 1, 2, 3, and 15, leave a blank space between elements to indicate where one word ends and another begins. Use abbreviations as necessary. For all items which ask for a STATE, refer to the 2-letter codes in LIST C.

## Form T/Candidate's Questionnaire Elementary & Secondary

**1** *Name* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
Last name, COMMA, first name, space, middle name (or initial)

**2** *Number and Street* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
Leave space between elements—abbreviate as necessary

See LIST C. Write the *2-letter* Code

**3** *City* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐ *State* ☐☐ *ZIP* ☐☐☐☐☐
*If outside of U.S., write it here*
☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

For identification only: use this number when you write to NEA*SEARCH

**4** *Telephone Number* ☐☐☐ ☐☐☐ ☐☐☐☐ (Area Code)

**5** *Social Security Number* ☐☐☐ ☐☐ ☐☐☐☐

**6** *Year of Birth* 1 9 ☐☐

**7** *Title & Sex* ☐ 1 Miss, 2 Mrs., 3 Dr.(Female), 4 Mr., 5 Dr.(Male)

**8** Marital Status ☐ 1 Single, 2 Married, 3 Widowed, 4 Divorced, 5 Separated

**9** *Number of Dependents (exclude yourself)* ☐

**10** *Draft Status* ☐ 0 Not applicable or veteran or not eligible, 1 Deferred, 2 Eligible

**11** *Availability status: How long you will be available* (final date)? Mo. ☐☐ Yr. ☐☐

**12** *If under contract, when are you required to sign next year's contract?* Mo. ☐☐ Day ☐☐ Yr. ☐☐
*If currently not employed, how soon will you be available?* Mo. ☐☐ Yr. ☐☐

**13** *Highest Education Level Attained Or Degree Expected by August of Current Year* ☐ 1 High school or equivalent, 2 Two years of college, 3 Bachelor's degree, 4 Bachelor's degree + 18 hours (See Note 1, p. 12) 5 Bachelor's degree + 30 hours, 6 Master's degree, 7 Master's + 30 (or Prof. Diploma), 8 Doctorate

*If you have taken the National Teacher Examinations (NTE) Put a "1" here* ☐
(These examinations are not recognized by the profession as a necessary condition for employment. However, a few school systems do require them.)

**14** *Give the year you received the degree checked in Item 13* 1 9 ☐☐ *If this degree is to be awarded by August of this year, write "1" here* ☐

**15** *College or university* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
*abbreviate if necessary*

**16** *Teaching Certificates You Hold (you may indicate two)*
0 None, 1 Substandard or emergency, 2 Elementary, 3 Secondary, 4 Junior college, 5 Vocational, 6 Standard or regular or combined elem.-sec., 7 Admin. and/or Supv. (See Note 1, p. 12)

*Type* ☐ *Issued by the State of* ☐☐ *in the year* 1 9 ☐☐ *If pending, put a "1" here* ☐
*Type* ☐ *Issued by the State of* ☐☐ *in the year* 1 9 ☐☐ *If pending, put a "1" here* ☐

**Refer to LIST A for Items (17) (18) (19)**

**(17)** *Education and Preparation. On the basis of your education, select from LIST A*
*A. Your Major Subject (or number 1 teaching specialty)* ☐☐☐ *B. If you have had (or will have had) practice teaching, put a "1" here* ☐
*Your Minor Subject (or number 2 teaching specialty)* ☐☐☐

*If you have experience in any of the following, indicate here* (You may indicate two) ☐ ☐
1. VISTA, 2. Peace Corps, 3. Teacher Corps, 4. Teaching Migrants, 5. Dependent Schools (Military), 6. Other Foreign, 7. Admin.-Mil., 8. Admin.-Other, 9. Community Youth Program and/or Summer Camp

**(18)** *What subject (position) have you taught (filled)?* (select from LIST A) *Most recently* ☐☐☐ *Earlier* ☐☐☐
*Total Number Years of Teaching Experience Including Current Assignment (Exclude practice teaching.)* ☐☐
*Total Number Years in other areas of the profession* ☐☐

(DO NOT DETACH) (DO NOT DETACH)

I have a friend who might be interested in NEA*SEARCH. Please forward details to: **T**

Name _____ Major (if known) _____

Address _____

1/24

**Mail form with registration fee, payable to NEA*SEARCH, Dept. 80, 1201 16th St., N.W., Washington, D.C. 20036**

# List A/Subject/Position

**For use with Items 17, 18, 19.**
**(College Subject/Positions NOT Included)**

To express your educational background, experience, and job choice, select the item which comes closest to the one you **want.** Keep in mind that individual states and jurisdictions have variant course titles. The Elementary, Junior High, and Secondary headings are merely for convenience; **what really count are the subject descriptions.** Example: History is more often found in secondary education (and hence appears under that heading), but you may use it for elementary level as well. In Item 28, you express your preference for an elementary or secondary position.

### Elementary

**010**—All, K-8; **011**—K; **012**—Grades 1-3; **013**—Grades 4-6; **014**—Grades 7-8; **020**—Art; **018**—Math: **021**—Music Gen.-Specialist; **023**—Music-Instrumental; **031**—Phys. Ed.; **019**—Science.

### Junior High

**051**—General/Multisubject; **047**—Art; **092**—English; **091**—Home Economics; **089**—Industrial Arts; **097**—Mathematics; **059**—Social Studies; **060**—Science.

### Special Education

**030**—Behavioral Disorders; **026**—Deaf and Hard of Hearing; **029**—Gifted; **032**—Learning Disabilities; **022**—Mentally Retarded; **024**—Physically Handicapped; **027**—Remedial Reading; **028**—Speech Correction.

### Other Specialties & Misc.

**003**—Counselor; **007**—Counselor-Elementary; **005**—Counselor-College Admissions; **004**—Counselor-Voc. Guidance; **001**—Preschool; **002**—School Librarian; **006**—School Social Worker; **016**—School Psychologist; **017**—School Nurse; **015**—Curriculum Specialist; **008**—Adult Education; **009**—Religious Education; **035**—AV Building Coordinator; **034**—Educational Media; **036**—TV Production/Utilization; **037**—AV Graphic Production; **038**—Photography (Still/Motion); **039**—TV Teacher.

### Secondary

**050**—General/Multisubject; **052**—Art; **062** Biology; **081**—Business Education; **063**—Chemistry; **071**—Coaching-Baseball; **072**—Coaching-Basketball; **073**—Coaching-Football; **074**—Coaching-Gymnastics; **075**—Coaching-Swimming; **076**—Coaching-Track; **077**—Coaching-Wrestling; **094**—Drama; **064**—Earth Science; **044**—Economics; **093**—English; **053**—French; **061**—General Science; **043**—Geography; **054**—German; **042**—Government; **069**—Health Education; **041**—History; **058**—History-Black and/or Afro-American; **090**—Home Economics; **099**—Humanities; **100**—Industrial Arts-Gen.; **101**—Industrial Arts-Woods; **102**—Industrial Arts-Metals; **103**—Industrial Arts-Electricity-Electronics; **104**—Industrial Arts-Drafting; **105**—Industrial Arts-Automotive/ Power; **106**—Industrial Arts-Crafts; **107**—Industrial Arts-Graphic Arts; **095**—Journalism; **055**—Latin; **098**—Mathematics; **066**—Music-General; **067**—Music-Instrumental; **068**—Music-Vocal; **070**—Phys. Ed.-Gen.; **078**—Phys. Ed.-Athletic Director; **065**—Physics; **056**—Russian; **048**—Safety/Dr. Ed.-Supv.; **049**—Safety/Dr. Ed.-Teacher; **046**—Senior Problems; **040**—Social Studies; **045**—Sociology; **057**—Spanish; **096**—Speech; **080**—Voc. Ed.-Gen.; **083**—Voc. Ed.-Agriculture; **084**—Voc. Ed.-Auto; **082**—Voc. Ed.-Distributive; **085**—Voc. Ed.-Electronics; **086**—Voc. Ed.-Metal; **087**—Voc. Ed.-Wood; **081**—Voc. Ed.-Office Practice; **090**—Voc. Ed.-Home Economics.

### Administrative

**175**—Supervisor; **176**—Consultant/Coordinator; **177**—Consultant/Specialist; **178**—Director; **179**—Superintendent; **180**—Assist. Superintendent; **181**—El. Principal; **182**—Mid. Sch. Principal; **183**—JH Principal; **184**—SH Principal; **185**—El. Assist. Principal; **186**—Mid. Sch. Assist. Principal; **187**—JH Assist. Principal; **188**—SH Assist. Principal; **189**—Federal Coordinator; **190**—Intergroup Relations Coordinator.

**Note 1.** Items 13 & 16. If you do not hold a bachelor's degree (and do not expect to have it by August of this year) you probably should not register with NEA* SEARCH. This new service is meant primarily for college graduates with regular or standard teaching certificates. There are exceptions which apply to a very few states and certain teaching specialties where trade experience is considered of primary importance.

**Note 2.** Item 22. NEA*SEARCH now includes a provision to encourage school systems to set up a specific set of criteria for beginning teacher assignments, including (1) professional assistance and a planned orientation program; (2) assignment according to preparation and background; (3) adequate consideration of suggestions and comments; (4) acknowledgment of the principles of equal opportunity; (5) comparable provisions in matters of salary, employee benefits, etc. (Item 22 on this form will be matched against a related item on the employer vacancy description form regarding the importance placed on such criteria by the individual school system.)

Cut here and mail—complete both sides of form

**19** *What subject (position) would you like to teach (fill) in your next job? You may select up to 3 from LIST A, and use "X" in all weighting circles, OR, use numerical weights. (See right)* ☐☐☐ WEIGHT ○ ☐☐☐ WEIGHT ○ ☐☐☐ WEIGHT ○

For **special** administrative fields such as "Art Supervisor," select administrative level (175) and follow with subject (052), paying strict attention to weighting instructions at right.

**IMPORTANT**

WEIGHTING permits you to express how strongly you feel about your choices. The letter "X" will tell the computer that you will consider NO OTHER SELECTION(S). The numerical weights of 3, 2, and 1 allow you to state a relative preference between your selections (Items 19, 25, and 27) and/or the importance of items carrying a single weight. LETTER-NUMBER COMBINATIONS CANNOT BE USED IN WEIGHTING AN INDIVIDUAL ITEM.

X—I INSIST ON IT. (You **must** use "X" if you will accept no other selection(s).)
3—I strongly prefer it.
2—I prefer it.
1—I will accept it.

**20** *Optional. You may indicate your ethnic identification. Do so only if you think it will be to your advantage. (Many schools are now furthering integration.)* ☐ 1 American Indian, 2 Cuban, 3 Mexican American, 4 Black, 5 Oriental, 6 Puerto Rican

**21** *Indicate your preference as to area and school district populations for your next job.* *A. Area* / *B. School District* ☐ *1. 100,000 or more* *2. 50,000 - 99,999* *3. 25,000 - 49,999* *4. 12,000-24,999* *5. Under 12,000* WEIGHT ○

**22** *If this is your first teaching job, and you would prefer a school system with a specific set of criteria for the beginning teacher (see Note 2, above) put a "1" here* ☐ WEIGHT ○

**23** *If you are NOT a citizen of the U.S., please put a "1" here* ☐

**Refer to LISTS B and C for Items (24) and (25)**

**REMEMBER—LETTER-NUMBER COMBINATIONS CANNOT BE USED IN WEIGHTING AN INDIVIDUAL ITEM**

A WEIGHT OF "X" means you will accept no other location(s); you may use the letter "X" in all four preferences (Items 24 and 25). If "X" is used in combination with numerical weights in "States and Metro Areas," the computer will consider **only** the location(s) weighted "X."

BY USING NUMERICAL WEIGHTS 1, 2, 3, or A COMBINATION of 1, 2, and 3, **you keep your preferences broad,** and your opportunities for a match are greater since location range is wider. You will also be selected, in some cases, for positions in areas outside of those listed.

**24** *Geographic Preference: —You may select 1 U.S. Region or Subregion OR Foreign Region from LIST B* ☐ WEIGHT ○

**25** *—You may select up to 3 from LIST C (States and Metro. Areas)* ☐☐ WEIGHT ○ ☐☐ WEIGHT ○ ☐☐ WEIGHT ○
*("X" may be used in all weighting circles, but NEVER in combination with numerical weights.)*

**26** *Minimum Annual Salary you request (for school year; typically 180 days)* $ VERY IMPORTANT ☐☐☐☐☐ WEIGHT ○

**27** If you prefer to work in a program that can be described by any of the options below, give code numbers here ☐☐ WEIGHT ○ ☐☐ WEIGHT ○ ☐☐ WEIGHT ○ ☐☐ WEIGHT ○

01 Differentiated Staff
02 Auxiliary Personnel
03 Ungraded and Team Teaching
04 New Curricula
05 Ungraded and New Curricula
06 Team Teaching and New Curricula
07 Disadvantaged
08 Experimental
09 Teacher Corps
10 Community Relations
11 Work-Study Program
12 Intern and Student Teaching

*("X" may be used in all weighting circles, but NEVER in combination with numerical weights.)*

**28** *Indicate type of position you are looking for* ☐ 1 Elementary, 2 Secondary (includes Junior High), 3 Elementary and Secondary, 4 Administration, 5 Other

**29** *Optional. If you would consider a position in a school other than public (independent, proprietary, parochial, etc.), put a "1" in the box* ☐

**30** *Optional. You may request that your name be kept from your present employer. If you do, put a "1" here* ☐ *and write below.*

*Name of School District* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

*City* ☐☐☐☐☐☐☐☐☐☐☐☐☐ *State* ☐☐ *ZIP* ☐☐☐☐☐ ←*very important*

NEW FEE SCHEDULE: **Professionals: $10; Students: $6.** 50% discount to members of NEA or Student NEA.

Sign applicable space below. Enclose appropriate fee, payable to NEA*SEARCH, and mail this entire page to **NEA*SEARCH, Department 80, 1201 Sixteenth St., N.W., Washington, D.C. 20036.**

(DO NOT DETACH) (DO NOT DETACH)

I certify that these data are correct to the best of my knowledge. I understand that NEA*SEARCH accepts no liability, offers no assurance of placement, and merely seeks to match my qualifications with suitable openings. On accepting a new position, I will notify NEA*SEARCH so that it may remove my name from its list of available teachers.

*Attention members of the NEA or the Student NEA:* You are entitled to a 50 percent discount on the fee. If you are a member in good standing of either organization and wish to claim a discount, certify by checking NEA ☐ or SNEA ☐, and signing below.

Signature _____ Date _____ Signature _____ Date _____

*Optional for nonmembers:* I also wish membership in the National Education Association, for which I enclose a separate check for $15, thereby entitling me to the 50% NEA*SEARCH discount. ☐
*(Students:* See SNEA Chapter on your campus for membership.)

**Mail form with registration fee, payable to NEA*SEARCH, Dept. 80, 1201 16th St., N.W., Washington, D.C. 20036**

# List C/States and Metropolitan Areas

**For use with Item 25. You may choose up to 3 from the following two lists.**

### States

**AL**—Alabama; **AK**—Alaska; **AZ**—Arizona; **AR**—Arkansas; **CA**—California; **CO**—Colorado; **CT**—Connecticut; **DE**—Delaware; **DC**—District of Columbia; **FL**—Florida; **GA**—Georgia; **GU**—Guam; **HI**—Hawaii; **ID**—Idaho; **IL**—Illinois; **IN**—Indiana; **IA**—Iowa; **KS**—Kansas; **KY**—Kentucky; **LA**—Louisiana; **ME**—Maine; **MD**—Maryland; **MA**—Massachusetts; **MI**—Michigan; **MN**—Minnesota; **MS**—Mississippi; **MO**—Missouri; **MT**—Montana; **NB**—Nebraska; **NV**—Nevada; **NH**—New Hampshire; **NJ**—New Jersey; **NM**—New Mexico; **NY**—New York; **NC**—North Carolina; **ND**—North Dakota; **OH**—Ohio; **OK**—Oklahoma; **OR**—Oregon; **PA**—Pennsylvania; **PR**—Puerto Rico; **RI**—Rhode Island; **SC**—South Carolina; **SD**—South Dakota; **TN**—Tennessee; **TX**—Texas; **UT**—Utah; **VT**—Vermont; **VA**—Virginia; **VI**—Virgin Islands; **WA**—Washington; **WV**—West Virginia; **WI**—Wisconsin; **WY**—Wyoming.

### Metropolitan Areas

(Standard Metropolitan Statistical Areas as defined by the U.S. Bureau of the Budget and the U.S. Bureau of the Census.)

**01**—Akron, OH; **02**—Albany-Schenectady-Troy, NY; **03**—Albuquerque, NM; **04**—Allentown-Bethlehem-Easton, PA; **05**—Anaheim-Santa Ana-Garden Grove, CA; **06**—Atlanta, GA; **07**—Bakersfield, CA; **08**—Baltimore, MD; **09**—Beaumont-Port Arthur, TX; **10**—Birmingham, AL; **11**—Boston, MA; **12**—Bridgeport-Stamford-Norwalk, CT; **13**—Brockton, MA; **14**—Buffalo, NY; **15**—Canton, OH; **16**—Charleston, SC; **17**—Charlotte, NC; **18**—Chicago, IL; **19**—Cincinnati, OH; **20**—Cleveland, OH; **21**—Columbia, SC; **22**—Columbus, OH; **23**—Dallas, TX; **24**—Davenport-Rock Island-Moline, IA-IL; **25**—Dayton, OH; **26**—Denver, CO; **27**—Detroit, MI; **28**—El Paso, TX; **29**—Flint, MI; **30**—Fort Lauderdale-Hollywood, FL; **31**—Fort Worth, TX; **32**—Fresno, CA; **33**—Gary-Hammond-East Chicago, IN; **34**—Grand Rapids, MI; **35**—Greensboro-Winston-Salem-High Point, NC; **36**—Harrisburg, PA; **37**—Hartford-New Britain, CT; **38**—Honolulu, HI; **39**—Houston, TX; **40**—Indianapolis, IN; **41**—Jacksonville, FL; **42**—Jersey City, NJ; **43**—Kansas City, MO; **44**—Knoxville, TN; **45**—Lansing, MI; **46**—Little Rock-North Little Rock, AR; **47**—Long Branch-Asbury Park-Eatontown, NJ; **48**—Los Angeles-Long Beach, CA; **49**—Louisville, KY; **50**—Memphis, TN; **51**—Miami, FL; **52**—Milwaukee, WI; **53**—Minneapolis-St. Paul, MN; **54**—Mobile, AL; **55**—Nashville, TN; **56**—Newark, NJ; **57**—New Bedford-Fall River-Taunton, MA; **58**—New Brunswick-Perth Amboy, NJ; **59**—New Haven-Waterbury-Meriden, CT; **60**—New Orleans, LA; **61**—New York, NY; **62**—Norfolk-Portsmouth, VA; **63**—Oklahoma City, OK; **64**—Omaha, NB; **65**—Orlando, FL; **66**—Oxnard-Ventura-Simi, CA; **67**—Paterson-Clifton-Passaic, NJ; **68**—Peoria, IL; **69**—Philadelphia, PA; **70**—Phoenix, AZ; **71**—Pittsburgh, PA; **72**—Portland, OR; **73**—Providence-Pawtucket, RI; **74**—Richmond, VA; **75**—Rochester, NY; **76**—Sacramento, CA; **77**—Salt Lake City, UT; **78**—San Antonio, TX; **79**—San Bernardino-Riverside-Ontario, CA; **80**—San Diego, CA; **81**—San Francisco-Oakland, CA; **82**—San Jose, CA; **83**—Seattle-Everett, WA; **84**—Springfield-Holyoke, MA; **85**—St. Louis, MO; **86**—Syracuse, NY; **87**—Tacoma, WA; **88**—Tampa-St. Petersburg, FL; **89**—Toledo, OH; **90**—Tucson, AZ; **91**—Tulsa, OK; **92**—Utica-Rome, NY; **93**—Washington, DC; **94**—Wichita, KS; **95**—Wilkes-Barre-Hazleton, PA; **96**—Wilmington, DE; **97**—Worcester-Fitchburg-Leominster, MA; **98**—York, PA; **99**—Youngstown-Warren, OH.

# nea reporter

Published by the National Education Association

Vol. 8, No. 2 | February 28, 1969 | 7 | Washington, D.C.

## Ceremony symbolizes transfer of power

**On January 23, a ceremony at NEA Center symbolized the transfer of the NEA presidency from Elizabeth D. Koontz to George D. Fischer. Mrs. Koontz resigned to accept appointment by President Nixon as director of the U.S. Women's Bureau; the Senate confirmed her in that post on February 7. The NEA Board of Directors this month unanimously resolved to express its "sense of loss and great sense of pride as Mrs. Elizabeth Koontz assumes her new office." (See also Mrs. Koontz' statement on page 2.)**

*Task Force recommendation*

# NEA forming new unit to serve college faculties

NEA is creating a new unit aimed at improving faculty influence on college and university campuses across the nation, NEA President George D. Fischer announced this month. The new NEA unit will involve the Association more deeply in the field of higher education, Mr. Fischer said.

Acting on the recommendations of a Task Force on Higher Education, created in October 1967, the NEA Board of Directors has established the new unit. The unit will coordinate the functions of (1) the National Faculty Association of Community and Junior Colleges, an existing NEA group; (2) a new association that will be set up by June 1, 1969, to serve college and university faculties; and (3) such other elements as may become appropriate, including an association for administrators in higher education.

The new NEA unit will assist college and university faculties in obtaining economic and professional benefits, Mr. Fischer said. It will offer a wide range of services in the areas of academic freedom, professional rights, tenure, personnel policies, legislation, and negotiation.

The new unit will work with a network of state and local affiliates providing direct services to members through professional staffs specializing in higher education.

### Task force report

The American Association for Higher Education, a department funded by NEA, participated in the work of the task force. The report of the task force was accepted by the NEA Board of Directors in July 1968, at which time funds were provided for the organization of a Special Project for Higher Education, directed by Ralph S. Chesebrough.

AAHE rejected the thrust of the recommendations, including such crucial elements as the development of a network of state and local affiliates, and support and aid in obtaining and implementing negotiations. In October 1968, the AAHE executive committee voted unanimously that AAHE would become an asociated organization within the NEA family.

Thus, NEA has acted to strengthen its role in higher education while AAHE has declined to participate in the program recommended by the Task Force on Higher Education.

# Southern associations offered aid in merging

The NEA Executive Committee this month offered mediation and financial assistance to the dual association in six Southern states, while reaffirming the Association's right to disaffiliate one or both organizations, or to recognize a new organization, in those states which fail to comply with the mandate for merger by June 30, 1969.

The options open have been wired by NEA President George D. Fischer and Irvamae Applegate, NEA past president and chairman of the NEA compliance committee, to the presidents of the 12 affiliated associations in Alabama, Arkansas, Georgia, Louisiana, Mississippi, and North Carolina.

Those state associations that have failed to agree upon a jointly developed plan for merger by March 1, 1969, have been given the options of:

(1) Acceptance of fact-finding by a fact-finder selected by NEA after consultation with the officers of the two parties. The fact-finder shall make a study of the issue and submit a report of his findings and recommendations to the two parties and the NEA Executive Committee. This report will be expected to be submitted during the first week in April. If the fact-finder's report is not accepted by both parties, the NEA Executive Committee will formulate and submit to each association a proposal plan for merger which, in its judgment, will be equitable to all concerned.

(2) Acceptance of binding arbitration on all remaining unresolved issues by an arbitrator to be selected by NEA after consultation with the officers of the two state associations involved.

Associations agreeing to accept either the arbitrator's decision or recommendations of the fact-finder or NEA Executive Committee shall secure a ratification of the plan by the appropriate governing body prior to the close of the 1968-69 school year.

In the event a special meeting of the association's delegate assembly is necessary to secure such ratification, NEA has offered to share the expenses of such special meeting in an amount to be determined in advance of the special meeting by the NEA compliance committee.

If the two parties fail to agree to accept the arbitrator's decision, the fact-finder's recommendations, or the plan recommended by the NEA Executive Committee, a hearing will be set for the purpose of providing information and assistance to the Executive Committee in its effort to form a single organization for all educators in each state. Such hearing shall be scheduled prior to June 30, 1969, and shall permit the two parties to submit written briefs and supplemental oral arguments.

## ACT amendments

**Proposed amendments to the constitution and bylaws of the Association of Classroom Teachers, NEA, appear on page 10. The amendments will be voted on at the ACT Representative Assembly in Philadelphia on June 29-30.**

# 300 tell how NEA should change the face of education

Some 300 diverse conferees met in Washington, D.C., last month and, amid occasional turbulence and clashes of ideas, told of ways in which NEA can and should act to change the face of American education.

The conferees spoke out on social issues: "NEA should support school decentralization and closer school-community cooperation."

On economic issues: "NEA should back the idea of unequal funding as the only road to equal education in America."

On political issues: "NEA should develop a strong political arm that would support candidates, provide political training, and help its state affiliates to develop their political muscle."

The conferees repeatedly found themselves face to face with the problems of minority-group education. A black caucus was formed during the four-day conference, as was an integrated caucus.

The black caucus urged NEA to "adopt a legislative program that would give proper concern to new and existing state and federal legislative efforts of a social nature." It urged NEA to "use its Center for Human Relations to give priority to training and retraining of all school personnel in the field of human relationships." All school and community personnel must be reeducated to be aware of, knowledgeable about, and empathetic with children and their families who have been neglected in the education structure in the past, black caucus spokesmen said.

Members of the black caucus also urged NEA to "completely restructure itself . . . in such a manner that allows for participation of blacks from a base of power rather than frustration."

**Photos of the conference, together with reports on major addresses during the sessions, appear on pages 6 and 7 of this issue.**

The integrated caucus urged that a "permanent, special, urgent task force be formed by NEA." The task force, the caucus report said, would "state specific national NEA policy, give national leadership to the local levels, and generally act rather than double-talk on specific matters."

The task force envisioned by the integrated caucus would be concerned with ghetto education, urban problems, local control, preservice and in-service education, teacher education and certification, among other matters.

A panel summarizing the conference recommendations on social issues struck a phrase that keynoted the meeting. We must now face up to three new R's, the panel reported: *responsiveness* to the community, *relevance* of textbooks and classroom materials, and *racism*—intellectual, psychological murder with the school as the weapon.

The conference—titled the First National Conference on Critical Issues in Education—took place January 24-28. In addition to educators from most of the 50 states, the conferees included leaders from business, government, and other professions.

Many of the conference recommendations—already consistent with NEA policies—are expected to be implemented and expanded upon following this month's meeting of the NEA Executive Committee. Other conference ideas will be presented to the NEA Representative Assembly, which next meets this summer in Philadelphia.

# opinion interpretation

*This page of the REPORTER is devoted to editorial and interpretive material. Readers' letters, preferably brief, will be considered for publication. Opinions expressed in the REPORTER are not necessarily NEA policy, which is set only by Association resolution.*

## Elizabeth D. Koontz: "An agonizing decision"

*Last month, half way through her term as 1968-69 NEA president, Elizabeth D. Koontz was named by President Nixon as director of the U.S. Women's Bureau. When she accepted the appointment, she resigned as NEA president. Here she expresses some of her thoughts on her changing role.*

To accept the new post and leave the NEA presidency was, for me, an agnozing decision. I felt a responsibility to complete the term of office for which the NEA members had elected me. I did not want to leave the membership in the awkward position of having no president-elect to serve with George Fischer this year. Further—despite the fact that I was not elected because I am black—there were blacks, and other nonwhites as well, to whom I was a symbol, and I didn't want to disappoint them as they looked forward to seeing a Negro perform in the capacity of NEA president.

One of the main factors that encouraged me to accept the job as Director of the Women's Bureau was the knowledge that I would be undertaking a task in which my effectiveness could be as great as it would have been as NEA president. I felt it would permit me to be effective in influencing opportunities for those to whom I was a symbol as well as women and girls in general.

First of all, I am a teacher, an educator; I could see that a heavy accent on education is important in the whole field of employment in which I'd be working in the Department of Labor.

Every member of the NEA Executive Committee agreed that this was a tremendous opportunity for me to serve in a role that is, in a way, an extension of the work I was doing. It too would be concerned with education and employment.

So I do not feel that I am *leaving* the field of education by any means. As a matter of fact, I shall probably be more involved, especially in employment as education affects it in the states. The Women's Bureau does not presently have enforcement powers but works through other agencies of the Department of Labor and organizations to promote opportunities for women within the framework of the total structure of manpower in the United States. One of my greatest opportunities, as I now see it, will be to bring educators into contact with other groups, such as voluntary agencies and government agencies, so that we can effect a closer working relationship. This will be essential, I believe; for education is the foundation of training and preparation for employment in this country for all people.

Our new president has assured me that he is going to continue the impetus and focus of my goals this year within NEA. I had two specific goals: First, I hoped to bring NEA and those outside of education together. By doing this, I hoped to determine once and for all that educators, through their organization, will be the authoritative source to which the public turns when it seeks advice on education. The other goal was to bring unity within the profession so that all of the people who hold the responsibility for educating children, youth, and adults would have a close, unified, working relationship within the professional association.

NEA is already moving toward these goals in the profession, and I am confident that George Fischer will continue that movement most ably.

As NEA grows more effective, I would like to see it become the moving force in America that could offer a kind of prescription for what education should be. I would like NEA to study the whole concept of American society and thus be in a position to recommend changes that will benefit society as a whole through education.

I have many regrets about leaving my position as NEA president, but I leave with the faith that the Association can fulfill the promises it has made to society and to our nation.

*—Elizabeth D. Koontz*

## "Let Freedom Ring" is at it again

"Let Freedom Ring," an ultraright-wing mechanism for spreading propaganda via recorded telephone messages, is at it again. And as usual, it sees Communists under every bed.

This time, one of its recorded messages tells people in more than 30 states that NEA "is the power behind the present drive to wipe out individuality, courage, and self-reliance of your children through the Communist brainwashing technique known as self-criticism or sensitivity training."

"Let Freedom Ring" is referring to the training programs pioneered by the National Training Laboratories Institute for Applied Behavioral Science, which is affiliated with NEA. Sensitivity training—which "Let Freedom Ring" equates with brainwashing—is actually exactly the opposite; it is a mechanism for helping individuals more fully develop their ability to work with others, especially within groups. Ironically, the very training LFR is attacking has been used widely by American industry because it does strengthen self-reliance and help individuals build their value within organizations.

"Let Freedom Ring" is not unknown to NEA members; the Association has been a target in the past. These attacks place NEA in good company—others attacked by the right-wing messages include John F. Kennedy (they wanted him impeached), the Johnson Administration ("traitors"), Dwight D. Eisenhower ("pro-Communist"), and a long list of American institutions including the Supreme Court, the National Council of Churches, the American Civil Liberties Union, and the American Legion.

Members need to be aware of such mechanisms as "Let Freedom Ring" so they may challenge them when they crop up in communities across the nation. This type of unwarranted attack can best be countered by intelligent, informed individual response.

*—Paul E. Putnam, associate secretary for special studies, NEA Professional Rights and Responsibilities Commission*

## Carr scholarships build future leadership

The second annual William G. Carr Scholarship will be awarded in Philadelphia at NEA's 1969 Representative Assembly. The scholarship was established to strengthen two causes advanced by Dr. Carr throughout his career—independent professional organizations and international education.

Dr. Carr retired as NEA executive secretary in 1967; he is serving until next year as secretary-general of the World Confederation of Organizations of the Teaching Profession.

The fund which honors Dr. Carr's outstanding and devoted leadership during 38 years of service represents the first continuing scholarship program supported by the United Teaching Profession. Individuals and local and state education associations have joined NEA in making contributions.

There is no more difficult or significant responsibility for the profession than to find, nurture, and wisely use the talents within its membership. The Carr Scholarship program encourages and searches for capable and creative leaders who have outlined a promising course of study or action program in one of the qualifying areas for the scholarship. At present the plan calls for alternating the category of the scholarship each year between (1) an officer or staff member of a local or state professional organization in the United States for graduate studies to improve some phase of association work and (2) a graduate student in the United States studying international or comparative education or a teacher from this or another country with a plan to aid or study teachers associations in other countries.

Interest from the fund is used to cover the annual $1,000 award plus expenses for the recipient to attend the NEA Convention. Additional contributions are invited from affiliates and members to make possible several scholarships each year or to increase substantially the amount of the award.

Contributions may be sent to the Carr Scholarship Fund, Accounts Division, NEA Center. Checks made out to the "National Education Association" and marked for the William G. Carr Scholarship Fund are tax deductible.

## Applause for NEA's rejection of union merger

Many members and organizations within the teaching profession have applauded NEA's decision to reject the offer of merger with the American Federation of Teachers. From the nonteaching world, too, have come reactions.

These words, from an editorial labeled "NEA's Wise Action," appeared in the *Beaumont* (Texas) *Enterprise:*

"To us, the American Federation of Teachers is just another labor union, depending upon strikes and other pressure tactics that show no consideration for the welfare of the people generally.

"This suit is especially ill-fitting for members of a profession engaged in public service and directly accountable to the taxpayer.

"We applaud therefore the National Education Association's rejection of an invitation by AFT to enter into discussion of a merger.

". . . the respected National Education Association, with its wide appeal and high professional standards, simply has no business playing around with the group that is a pawn of the AFL-CIO's struggle for more political power."


**nea reporter**

Published monthly except August (two issues in September, October, and November) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C. 20036.

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EDPRESS

**NEA REPORTER** is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.

## 1969 election victories

# NEA affiliates defeat AFT locals in 7 contests

### Columbus teachers vote 60 to 1 for association representation

On January 28, Columbus, Ohio, teachers' massive rejection of the AFT, as revealed by their vote of 3,975 vs. 67 for the Columbus Education Association, came as no surprise. The city's school board had tried to erect major barriers to meaningful negotiations as pre-election conditions. While the union remained passive, over 3,000 teachers turned out at several 6:30 a.m. CEA rallies to support CEA's battle against unacceptable negotiation terms.

One major issue centered on the board's no-strike pledge requirements. These would have held the election winner responsible should even a small group of teachers, whether members of the organization or not, walk out or slow down at any time; in such an event, the negotiated agreement could be declared null and void. In effect, all teachers, as well as the association, were to be penalized for the possible actions of a few nonmembers. On the day before the election, this last barrier was finally demolished. The agreement was that CEA can be held responsible only for the actions of its members during negotiations, not for all teachers at all times.

Other unacceptable pre-conditions, which were also corrected, included inadequate impasse procedures and a freeze on salaries until next September. The solutions won by the CEA, with on-the-scene assistance provided by NEA and OEA consultants, included fact-finding to be binding on both sides not just on CEA as the board had wanted, and immediate negotiations on salaries, with increases to be effective as soon as negotiations are satisfactorily completed.

IEA's Don Roger and NEA's Gene Preston and John Dunlop (left to right) join in Rockford victory celebration.

### Rockford, Illinois, association defeats union for second time

On February 14, Rockford, Illinois, teachers reconfirmed their confidence in association representation by a vote of 954 to 470. The returns represented an increased margin of victory for the Rockford Education Association as compared with its previous defeat of the union in May 1967. In 1967, REA won an agreement widely reported to be the best of any negotiated for teachers anywhere in the state. Last year, REA members upped their local dues from $5 to $30 in order to employ an executive secretary and strengthen organizational operations. This year's vote was seen as a rejection of the union's efforts to misrepresent the terms of REA's agreement.

### Springfield win backs unification

Election returns of 479 vs. 282 on February 6 in Springfield, Ohio, represented strong teacher support not only for the Springfield Education Association but also for unified professional membership. SEA has been unified for some time and gained more votes than it had members as of February 6.

Exclusive representation will now offer SEA the opportunity to negotiate for the city's teachers unhampered. The previous arrangement, a joint-council operation shared with the local union, had been merely advisory. SEA took the lead in calling for an election to secure exclusive rights in representing teachers, and prepared for negotiations by consulting with teachers and building a teacher-designed list of priorities to take to the table.

Since the election, nonmembers and some union members have contacted the SEA to voice support for its negotiation plans.

At this protest rally, one of several called by CEA, over 3,500 Columbus teachers turned out to demonstrate support for CEA's stand on sound negotiation terms.

### Associations score four more wins

During January and February, four additional association victories were won in: Boulder Valley, Colorado, where the NEA affiliate received 738 votes to the union's 118; Yellow Springs, Ohio, where a close race netted a vote of 32 to 26; Island Trees, Long Island, New York, where the vote was 169 vs. 114 for the union; and Berea, Ohio, where the association defeated the union by 509 to 196.

#### *Sanctions set in West Virginia County*

The West Virginia Education Association has imposed sanctions on Monroe County, citing lack of support of the public schools. Sanctions were requested by the Monroe County Education Association after the defeat of three school levies in less than five months. Another levy election is set for March 18.

NEA has pledged full support to the Monroe County teachers.

### Unity advances in Kansas

The Wichita City (Kansas) Teachers Association has taken the first step in changing its name to NEA-Wichita. The proposal was recommended by the WCTA executive committee and passed its representative council last month without a dissenting vote. Final action will be taken by the same body in March. Discussing the constitutional changes needed to make the name change official are Richard Elving (left above), WCTA president; Carl Elvin, WCTA executive director; and Peg Wilson, WCTA president-elect.

## Report hits Middletown, Del., school support

A seven-member group of educators investigating public failure to support schools in Middletown, Delaware, has blasted the town's voters, school board members, and some school administrators in nearly equal measure.

The group, named as an independent investigating committee by the Delaware State Education Association, characterized Middletown as a nest of "jealousy and backbiting," of "economic and political factions," of "social cliques," of "anonymous midnight phone calls," but most of all as a center of "gossip and rumor and an underground communications network which makes up in quantity what it lacks in quality."

The committee's report, issued February 17, said the mighty success of football in Middletown is an item of controversy—because of "persistent voices" in the community claiming football overshadows academics—which "draws other things into its orbit or is drawn into theirs." This interlocking includes other controversies over the school board, superintendent, and teachers. These controversies, the report points out, produced "major opposition" to the two school referenda which recently failed.

Voters in Middletown, the report declares, "can, without doubt, afford to pay more taxes, even with low resources." Of the 10 grade-1-through-12 school districts in New Castle County, Middletown "trails the pack," says the report, because Middletown voters lack willingness to tax for schools.

Middletown's schools, the report says, need additional emphasis on vocational education, curriculum coordination, outside funding, and communications.

The Delaware State Education Association has pledged itself to "monitor" the Middletown schools and, if the recommendations are not followed, to take whatever action may be appropriate.

## Associations back Mexican-American goals

Spokesmen for education associations this month commended the Association of Mexican-American Educators for its promotion of Californian-Mexican Education Month. AMAE's efforts led to a proclamation by California Gov. Ronald Reagan declaring that month as November 15 to December 15, 1968.

Representing NEA, the California Teachers Association, CTA's Southern Section, and the Association of Classroom Teachers of Los Angeles, the spokesmen also lauded AMAE for bringing its national conference to California.

Reynaldo L. Martinez, of NEA's Division of Field Services, added that "AMAE, under the leadership of Dr. E. Garcia, has made significant contributions to Mexican-American education in California."

AMAE, with 21 chapters throughout California and Arizona, has focused on bringing the rich heritage of the Mexican-American into the school curriculum and on working to assure better conditions and opportunities so that Mexican-Americans can enjoy the benefits of a good education.

## Teacher-administrator group

# Commission backs all-inclusive structure

Teachers and administrators —meeting together at NEA Center last month—agreed that there are definite advantages to a professional organization structure that provides for an all-inclusive coordinating association with independent departments within it. These autonomous departments would represent the various segments of the teaching profession: classroom teachers, superintendents, principals, supervisors, curriculum directors, and specialists.

This conclusion was reached by the Joint Commission of the Association of Classroom Teachers and the American Association of School Administrators at a meeting January 10-11.

In a statement summarizing discussions at the meeting, the teachers and administrators expressed the beliefs that "each positional association has a right and responsibility to retain its integrity as an individual entity; that all associations should espouse the general concept of cooperation, interaction, and communication even though these three elements may not be present in all areas of activity due to varying programs and objectives; and that all associations, while maintaining their independence, should work together on mutually beneficial projects toward common goals."

The all-inclusive coordinating organization, the commission declared, "should serve as a unifying force, welding together the efforts of its member associations."

Foreseeing the possibility that NEA, as it is presently being reorganized, will serve as the framework that unites and integrates all positional associations, the commission noted that "such a structure might profitably be studied at the state level" but recognized that "conditions in states and local communities will be the final determinant of structural patterns."

The commission reaffirmed its "commitment to the principle that all individuals and groups affected by structural reorganization should have a voice in determining changes to be made."

Turning to the role of the professional association in educational innovation, the commission stated that it is "essential that professional organizations at all levels continue to examine present educational practices and seek new and better ways to accomplish the goals of education." The commission stressed its belief "that professional organizations should be change agents rather than protectors of the status quo and that, in so doing, they make important contributions to the quality of education and enhance their own viability, strength, and stature."

The full statement of the commission has been published in a brochure, *Changing Relationships—Teachers and Administrators Report No. 4*, available from ACT at NEA Center.

## In state of Washington

# Sanctions imposed on Port Angeles

The Washington Education Association imposed sanctions against the Port Angeles School District on January 24.

"The substandard conditions in the district do not provide minimal educational services to the community's children," said Robert J. Addington, WEA executive secretary. "Class loads are too high, programs and staff have been cut to the bone, and learning and teaching conditions are intolerable."

Dr. Addington said that the educational deficiencies which had developed in recent years were a direct result of the failure of eight of the district's last 11 special levies.

"The community does not support its share of school costs. Local funds account for only 12.9 percent of the total school financial support, whereas the state average is 31.2 percent. The per-pupil expenditure of $51.50 below the state average ($574) has meant elimination of badly needed personnel, learning materials, and facilities," he said.

The action, requested by the Port Angeles Education Association, was taken by the WEA board of directors, meeting in Olympia. The board based its decision on the recommendations of a special WEA sanctions study committee which investigated the district at PAEA's request following the loss of the district's special levy November, 5, 1968.

The committee's report stated that the district's educational program is seriously deficient, that the community is undertaxing itself for schools, that staff morale is low and getting lower, and that past efforts by the state superintendent's office to call attention to the deficiencies have been ignored.

Dr. Addington said the sanctions would remain in force until there was demonstrable proof that action had been taken to correct the deficiencies leading to the sanctions.

## $5 million needed

# Emergency fund campaign launched

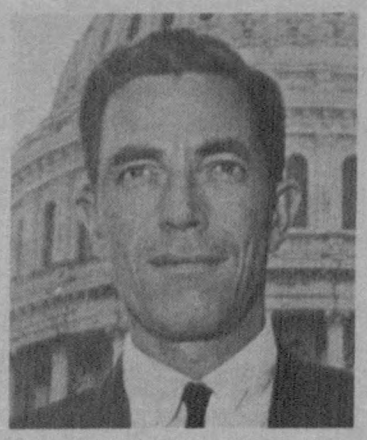
NEA has launched a campaign to build up the DuShane Emergency Fund. The campaign, authorized by the NEA Executive Committee, is aimed at raising the $5 million that will be needed this year for defense of teachers' rights.

The campaign will run through May. Last month, NEA Associate Executive Secretary Cecil J. Hannan asked all NEA state affiliates and classroom teacher organizations to support the fund-raising effort. Many associations have already committed themselves to take part in the campaign.

Contributions from each state will be divided between the NEA fund and state and local affiliates, according to a cost-sharing relationship.

Mary Ann Scott, DuShane Fund director, has pointed out that it is "mandatory that the united teaching profession build up an adequate financial reserve through national, state, and local funds to meet the needs of teachers in individual and group crisis situations. These funds are vitally needed," she said, "in order to accomplish the kind of constructive change that is required in today's education to protect teachers' rights."

Members who wish to contribute may contact their local or state associations or they may send contributions directly to NEA Center. Direct contributions should be sent to the attention of the NEA Accounts Division, with checks made out to "National Education Association."



## New Senate committee chairmen selected

Leadership of the powerful Senate Labor and Public Welfare Committee has changed hands in the 91st Congress due to the retirement of Lister Hill (D-Ala.) and the unsuccessful re-election bid of Wayne Morse (D-Oreg.). Replacing Hill as chairman of the full committee is Ralph W. Yarborough (D-Texas), at left, best known to educators for his consistent support of elementary, secondary, and higher education programs, especially the Cold War GI Bill and the Bilingual Education Act. Succeeding Morse as chairman of the Subcommittee on Education is Rhode Island Democrat Claiborne Pell, former chairman of the Subcommittee on Railroad Retirement, who has had a keen interest in the arts and humanities and sea grant college programs, and has advocated full funding of federal education legislation.

## NEA and state association actions regarding unsatisfactory conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

| Association | District or System |
|---|---|
| • Alaska Education Association | Fairbanks Public Schools |
| • California Teachers Association | Richmond Unified School District |
| • Colorado Education Association | Colorado Public Schools |
| • Idaho Education Association | Idaho Public Schools |
| • Illinois Education Association | Edwardsville Community Unit No. 7 |
| • Illinois Education Association | Rock Falls High School Dist. No. 301 |
| • New Jersey Education Association | State Board of Higher Education |
| • Oklahoma Education Association | Oklahoma Public Schools |
| • Pennsylvania State Education Assn. | Erie Public Schools |
| • Texas State Teachers Association | South San Antonio Independent School District |
| • Washington Education Association | Port Angeles School Dist. No. 21 |
| • West Virginia Education Association | Monroe County Public Schools |

# Calif. puts sanctions on Richmond

The California Teachers Association placed the 44,000-pupil Richmond Unified School District under statewide sanctions on February 3.

CTA Assistant Executive Secretary Harry Fosdick, who announced the action, said that CTA is notifying all teachers in California that unsatisfactory conditions exist in Richmond. In addition, he said, CTA is asking college and other placement services throughout the nation to "warn all possible candidates that Richmond does not offer an acceptable level for professional service."

CTA is also notifying business and industry throughout the nation that educational opportunity for youngsters in the community is substandard.

The CTA vote to impose sanctions was taken after two investigations by the education community revealed that "many of the prerequisites of a good education are not being provided in the Richmond School District."

The CTA sanctions action was requested by the Association of Richmond Educators, which represents a majority of the district's 2,200 teachers.

# Guides sought for safe use of motorcycles

A national conference to develop guidelines on the safe use of motorcycles and scooters was held February 25-27 at NEA Center. Conferees outlined the instructional needs and suggested how schools, state education departments, and teacher preparation institutions can help to meet these needs.

Two-wheeled motor vehicles have increased 400 percent in ten years, participants were told, with an attendant increase in accidents among those who use them. The growing concern of parents and highway safety officials about the safe use of the vehicles strongly suggests that schools should help develop a solution to the problem.

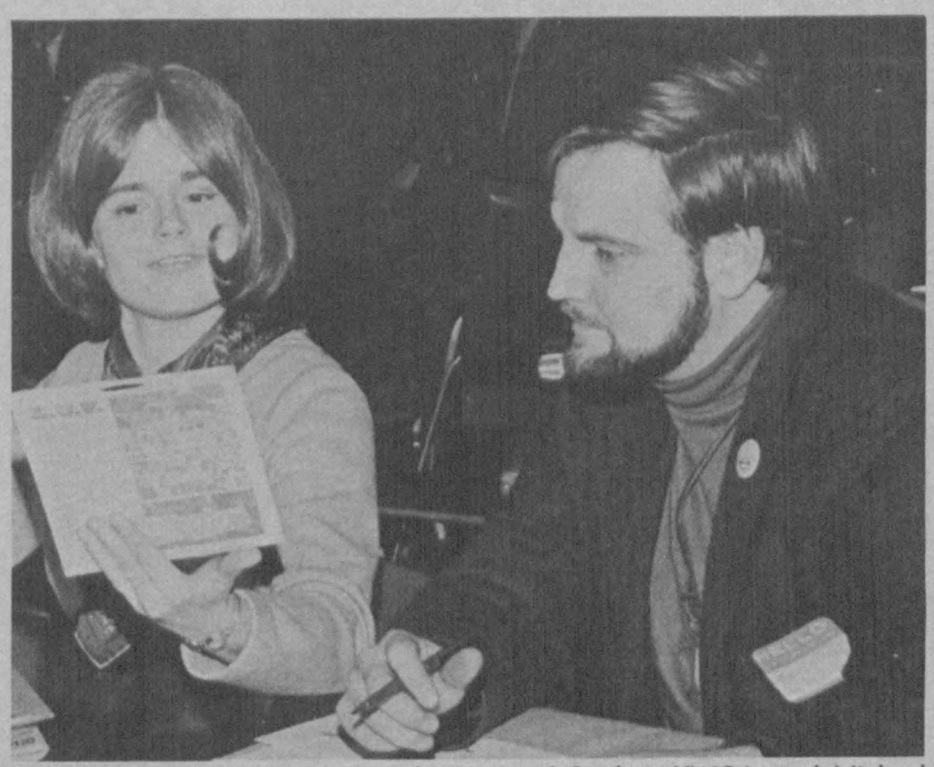
The National Conference on Motorcycle Safety Education, which included both general and work group sessions, was administered by the NEA National Commission on Safety Education in cooperation with the Motorcycle, Scooter and Allied Trades Association. Co-sponsor was the American Driver and Traffic Safety Education Association.

## NEA department integrates units

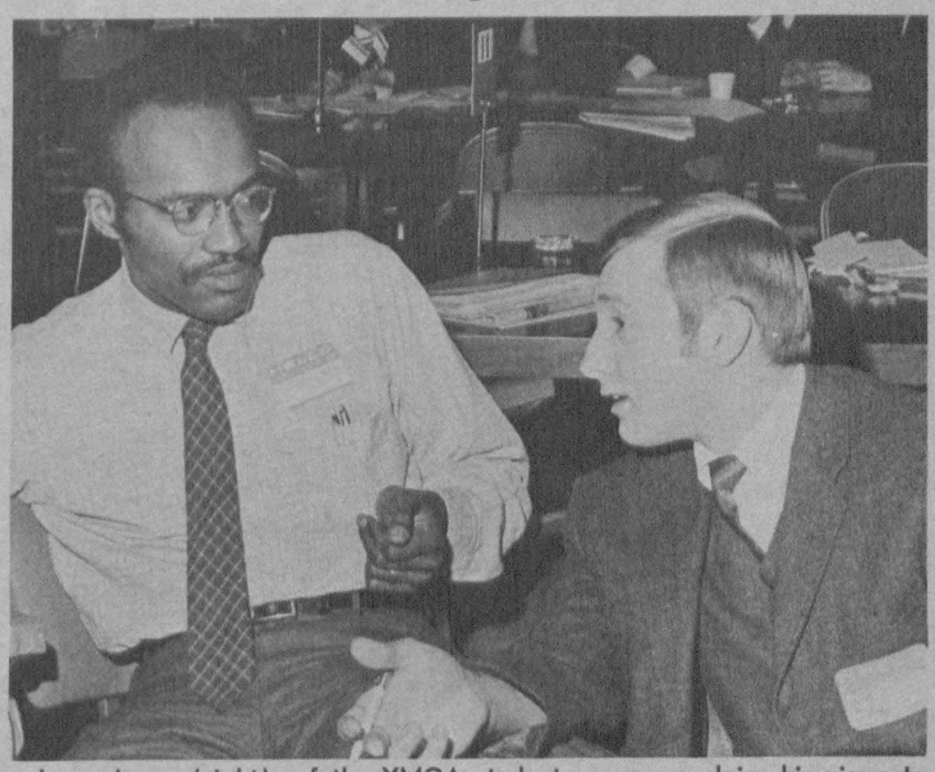
The Council for Exceptional Children—an NEA department —now has integrated state organizations in the Southern states where dual organizations previously existed. Mississippi is the only state in which there is no CEC organization on the state level, but there are local associations which are integrated.

*At NEA Center conference*

# Youth Coalition formed to back 18-year-old vote



Susan Robinson, representing the National Student YWCA, and Michael Beard, of the Student World Federalists, examine materials.



Lane Ayres (right), of the YMCA student caucus, explains his views to Vernard Gray of the Washington, D.C., YMCA.

A conference in support of voting rights for 18-year-olds—held at NEA Center last month—launched the Youth Franchise Coalition. The coalition joins such diverse groups as youths and adults, radicals and conservatives, the affluent and the poor in a unique partnership to form the first nationwide political effort to provide state and national leadership to get a Constitutional amendment to grant 18-to-20-year-old citizens the right to vote.

Sen. Jennings Randolph (D-W.Va.), a long-time supporter of lowering the voting age, addressed the conference. "Never before have youth so embodied the hopes and dreams and promises for the future," he said. "The time is ripe to achieve success in the 91st Congress for the Constitutional amendment to enfranchise American youth."

Supporting this theme, Sen. Birch Bayh (D-Ind.) accentuated the intellectual ability of today's youth and said, "It isn't a compelling argument any longer to say that if you're old enough to fight, you're old enough to vote. Youth today are better tuned in than any previous generation, they take part in making competent decisions, they are involved in community and political activity, and the majority understands responsible dissent and responsible protest."

Conference participants were reminded that success in attaining the difficult task of Constitutional change depends upon the combined resources of all the participating diverse groups. If the newly formed coalition is to retain its image, all voices would have to have an "equal piece of the action." Danger to the cause would be absolute if the movement were manipulated by extremist groups.

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**Youth Franchise Coalition conferees heard a report that Montana had provided the first major victory of 1969 for the campaign to lower the voting age. On January 31, the conferees were told, Montana Gov. Forrest Anderson signed an action of the legislature lowering the voting age to 19.**

**D. D. Cooper, Montana Education Association executive secretary, reported that similar proposals had failed five times in previous sessions. Before the new act goes into effect, it must be approved by Montana voters in the 1970 general election.**

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Statewide Youth Franchise Coalitions are being organized in Maryland, New Mexico, Virginia, and California.

Messages of congratulation in organizing the YFC poured into the conference from Congressional leaders of both major political parties and included a statement by former vice-president Hubert H. Humphrey.

Fifteen members were elected to the coalition's board of directors—ten representing youth groups and five representing adult groups. The youth groups are represented by Paul Minarchenko, the board's newly elected president, who is assistant director of the Washington office of the National YMCA; and by Terry Watson, president of the U.S. Youth Council; Mel Myler, Student NEA; Jim Graham, vice-president, National Student Association; Spencer Oliver, president, Young Democratic Clubs of America; Dennis Warren, Let-Us-Vote Committee; Jim Chiswell, N.Y. State Vote 18 Committee; Cathy Cargle, a representative of the Young Republican National Federation; Julian Butler, Southern Committee on Political Ethics; and Jim Blake, vice president, a representative of the Youth Division, NAACP.

The adult groups are represented by Dirck Brown, NEA; James Brown, Jr., NAACP; David Cato, SCLC; David Cohen, Committee for Community Affairs; and Verlin Nelson, ADA. Four additional members will be elected at large.

# *NEA auto leasing extended into five more states*

NEA auto leasing is now available in Illinois, Iowa, Kansas, Kentucky, and Maine. The car leasing program, piloted in three areas one year ago, now serves members out of 14 offices in 13 states.

"Great national interest has been shown in the leasing program," reports Arnold W. Wolpert, director, NEA Special Services Division. "Requests for expansion have come from all over the United States.

"In order to speed the process of expanding the program, NEA and its Teachers Services Corporation, which operates the leasing program, are testing a cosponsorship program with the state education associations," he said. "Because of the widespread interest in the automobile leasing program, and its increasing acceptance in areas where it is available, the Teachers Services Corporation staff is exploring additional ways of expanding the program more rapidly."

The leasing program allows a member to select a new automobile from a master list of more than 50 models and pay a low monthly lease rate for 24 months. It provides an opportunity to lease a 1969 car for lower initial investment, lower monthly expense, and lower overall cost than, in most instances, purchasing the same automobile.

Eleanor Johnson of Lake Orion, Michigan, became the 1,000th NEA member to lease a car through the NEA program. Shown above with Richard C. Brawley, auto leasing coordinator for Garden City, Michigan, Mrs. Johnson reports that she was "favorably impressed with the entire program. It saved me time and a considerable amount of money." Charles R. Jones, national leasing director, reports that by February 12 more than 1,200 members had leased cars through the program.

Additional information about the NEA Auto Leasing Program is available from Teachers Services Corporation, 1156 15th St., N.W., Washington, D.C. 20005, and from the offices listed below:

California, Southern Section
CTA-NEA Auto Leasing
1125 West 6th Street
Los Angeles, California 90017

DC-MD.-VA./NEA Auto Leasing
Teachers Services Corporation
1156—15th Street, N.W.
Washington, D.C. 20005

FEA-NEA Auto Leasing
7040 Lake Ellenor Drive
Orlando, Florida 32809

Auto Leasing (Dade County)
1333 South Miami Avenue
Suite 209
Miami, Florida 33130

IEA-NEA Auto Leasing
North Building, Suite 30
Hargar Road
Oak Brook, Illinois 60521

ISEA-NEA Auto Leasing
Library Services Division
405—59th Street
Des Moines, Iowa 50312

MTA-NEA Auto Leasing
184 State Street
Augusta, Maine 04330

MEA-NEA Auto Leasing
1812 Middlebelt Road
Garden City, Michigan 48135

MEA-NEA Auto Leasing
41 Sherburne Avenue
St. Paul, Minnesota 55103

PSEA-NEA Auto Leasing
400 North Third Street
Harrisburg, Pennsylvania 17101

TEA-NEA Auto Leasing
598 James Robertson Parkway
Nashville, Tennessee 37219

TSTA-NEA Auto Leasing
316 West 12th Street
Austin, Texas 78701

KSTA-NEA Auto Leasing
1 Gateway Center
State at 5th
Kansas City, Kansas 66101

KEA-NEA Auto Leasing
101 West Walnut Street
Louisville, Kentucky 40202

## Linked to Job Corps

# Teachers needed for Project Interchange

Project Interchange this year will offer teachers more opportunities for work at Job Corps Centers. The project—a joint effort of NEA and the Office of Economic Opportunity—is designed to provide public school systems with Job Corps techniques, methods, and materials.

According to Carl E. Minich, Interchange coordinator, the best way to transfer Job Corps expertise into our public schools is for superintendents to nominate qualified teachers for a one-year teaching assignment at a Job Corps center. "These teachers," he said, "will return to their own schools experienced in the applications of Job Corps techniques after working with disadvantaged youth and their problems.

"Seventeen new teachers have been placed in our one-year program since November," Dr. Minich reported, "and we expect to assign 33 more by June 30."

Teachers from 123 school systems in 33 states have participated in Interchange. "What we want," Dr. Minich stressed, "is more representation from urban schools along the Eastern seaboard, but our consideration is not limited to the East."

To be selected for assignment with Interchange, teachers must be both nominated and recommended by their school superintendents. They must also be placed on leave of absence for their periods of Job Corps service.

While at Job Corps centers, teachers remain employees of their local school systems and draw full salary. NEA reimburses local systems in complete lump-sum payment for teachers' salaries and related payroll costs once teachers report for service. Interchange also absorbs travel and relocation costs.

Superintendents and teachers may write for information to: NEA, Project Interchange, 1201 16th St., N.W., Washington D.C. 20036.

An Interchange teacher makes her point

Virginia D. Armstrong, of Evergreen, Colorado, a one-year teacher with Project Interchange, shows Job Corpsmen how to find library materials at the Oconaluftee Conservation Center in Cherokee, North Carolina.

# Classroom teachers to elect five

Delegates to the 1969 Association of Classroom Teachers Representative Assembly will elect five officers for 1969-70. Officers to be chosen are president-elect, vice-president, secretary, and Southeast and South Central regional directors.

Any classroom teacher who is an NEA member may be nominated for president-elect, vice-president, or secretary of ACT. Any classroom teacher who is an NEA member within the Southeast or South Central regions may be nominated for director of his region.

Nominations for all offices will be made from the floor at the opening session of the ACT Representative Assembly, Sunday, June 29, in Philadelphia. Voting will take place on Monday, June 30.

Although no advance notice is required, most state and local associations announce their candidates in early spring and prepare and distribute material publicizing their campaigns for office.

All candidates for ACT offices and their nominators are required to submit forms certifying that they are bona fide classroom teachers. Forms for both candidate and nominator must be signed by the president of the individual's local association. Certification forms may be obtained from ACT at NEA Center.

# *Members alerted to slanted book on desegregation of classrooms*

NEA's Commission on Professional Rights and Responsibilities this month alerted members to a book on desegregation that contains "obvious mistruths."

The book, *How Classroom Desegregation Will Work,* is written by Henry E. Garrett, who is described by the Anti-Defamation League of B'nai B'rith as one whose views on race have achieved "a certain currency in conservative, rightist and segregationist circles." The publisher of the book, the Patrick Henry Press, is described by the League as "an extremely conservative, segregationist organization."

The *American Psychologist,* journal of the American Psychological Association, recently published a review of Dr. Garrett's book. One conclusion of the reviewers was that they could see "no excuse for the systematic distortion of data concerning such a highly controversial issue as race relations. We consider it against professional ethics for a man to use his professional title and background to lend credence to a biased and misinterpreted manipulation of data."

## Professional staffing

# *NEA affiliates seek applicants*

**California Teachers Association, Northern Section,** is accepting applications for the position of Northern Section executive director. This section includes the 21 counties of northeastern California; serves almost 15,000 members; and has a modern headquarters building in Sacramento, the state capitol. Salary range is $16,790 to $23,575; employment is to begin by July 1, 1969; applications are sought up to March 15. Write to: Secretary of the Screening Committee, 1845 Magnolia Avenue, Burlingame, California 94010, Attention: Mr. Hugh Page.

**Wisconsin Education Association** is accepting applications for the position of assistant executive secretary. The salary range is $19,000 to $22,000, depending upon qualifications and experience; the term of the appointment is for a period of two years; qualifications include a minimum of two years of classroom teaching, experience with educational associations, superior writing and speaking skills, as well as knowledge of modern office techniques. Applications may be secured by writ- to the WEA, 119 Monona Avenue, Madison, Wisconsin 53703.

**Port Huron (Michigan) Education Association** is accepting applications to fill its newly created executive director position. This district has 30 public schools, K-12; the association is the exclusive negotiator for the district's 600 teachers and has local dues of $43. Salary and fringe benefits are negotiable. Write to: Miss Mary Sterling, president, Port Huron Education Association, 1215 Lincoln Avenue, Port Huron, Michigan 48060.

**Metropolitan Nashville (Tennessee) Education Association** is seeking a full-time assistant executive director whose major functions will be in the areas of research, publications, and consultative services to committees and members. Salary will be $10,000 or higher depending upon experience and qualifications, plus hospitalization and life insurance, sick leave, two weeks vacation, and a retirement plan. Screening of applications will begin March 15. Write to: Mr. Richard C. Layton, executive director, Metropolitan Nashville Education Association, 1710 Hayes Street, Nashville, Tennessee 37203.

**Cincinnati (Ohio) Teachers Association** is seeking applicants to fill the position of executive director. The salary range is from $12,000 to $15,000 depending upon qualifications and experience. Write to: Mr. Carl Sulek, past president, Cincinnati Teachers Association, 310 Oak Street, Cincinnati, Ohio 45219.

**Educational Association of Worcester (Massachusetts)** is seeking applicants to fill the position of executive director. Salary and fringe benefits are negotiable. Write to: Mr. Frederick J. Reilly, president, Educational Association of Worcester, 340 Main Street, Worcester, Massachusetts 01608.

**Houston (Texas) Teachers Association** is seeking applicants to fill its executive director position. Salary and fringe benefits are negotiable. Write to: Mr. Thomas Llewellyn, president, Houston Teachers Association, 4223 Woodmont, Houston, Texas 77045.

**Kansas City (Missouri) Education Association** invites applications to fill its opening for an executive director. For specific information, write to: Mr. Joseph W. Crane, president, Kansas City Education Association, 3619 Broadway, Kansas City, Missouri 64111.

## *Overseas educators reject union merger*

The Overseas Education Association, an NEA affiliate, last month turned down a proposal to merge with the Overseas Federation of Teachers. OEA's president, James Norman, urged instead that overseas teachers find unity through membership in OEA and NEA.

NEA Department of School Nurses organizes

The constitution and bylaws for the newly established NEA Department of School Nurses was drafted by the department's organization committee during an NEA Center meeting recently. Final draft will be submitted to the membership at the first annual meeting of the department in Philadelphia this summer. The committee also planned a program for the initial year of the department's operation. During a tea given in honor of the committee, the chairman, Sally R. Williams (above), of Anaheim, California, visits with NEA Executive Secretary Sam M. Lambert.

# names in the news

**Charl Ormond Williams,** 1921-22 NEA president, died January 14 after a long illness. She was 83 years old. Miss Williams was NEA field secretary for the Legislative Commission and NEA field director for many years. In 1944 Miss Williams presided over sessions of the White House Conference on "How Women May Share in Post-War Policy-Making," and throughout her career did much to promote federal aid to education.

New presidents of state education associations are: **York W. William, Jr.,** Arkansas; **Frank V. Taulli,** Colorado; **Viola Thomas,** Delaware; **Charles Reece,** Indiana; **Earlyon J. Lamberty,** Nebraska; **J. Paul Taylor,** New Mexico; **Louis Koenig,** Ohio; **Helen D. Wise,** Pennsylvania; **J. L. Foreman,** South Dakota; **Claude A. Hearn, Jr.,** Texas; **Melton F. Wright,** Virginia; and **Jerome Strupp,** Wisconsin.

The following people have also been elected presidents of state education associations: **Raymond Torii,** Hawaii; **Eugene Karol,** Maryland; **Norman Cook,** New Hampshire; **Ruth Jones,** North Carolina (NCTA); **Ernest Borr,** North Dakota; **Thomas Sweeney,** Rhode Island; and **Carol Mellor,** Utah.

On August 1, **William L. Pharis** will succeed **Robert W. Eaves,** who retires as executive secretary of the NEA Department of Elementary School Principals. Dr. Pharis is currently chairman, Department of Educational Administration and Supervision, School of Education, Auburn University, Auburn, Alabama.

On March 3, **Charles Bob Simpson,** executive director of the San Diego Teachers Association, will become special assistant to NEA Associate Executive Secretary **Allan M. West.**

**Madelyne Benson,** a fourth-grade teacher from White Bear Lake, Minnesota, has accepted a joint assignment as program assistant for NEA's Association of Classroom Teachers and Center for the Study of Instruction. In this new position, Miss Benson will work with classroom teachers in the utilization of existing instructional publications of the two NEA units.

On September 1, 1969, **Howard S. Decker,** who has been executive secretary of the American Industrial Arts Association since 1966, will join the staff of the Industrial Studies Department of San Jose State College as professor and chairman of the department.

NSTA Executive Secretary **Robert H. Carleton** is on sabbatical leave until June 15 to make study visits to European schools and colleges. In addition, he will take consulting assignments. **John Crosson,** NSTA associate executive secretary, will be acting executive secretary while Mr. Carleton is on leave.

**Samuel Ethridge,** NEA assistant executive secretary, Center for Human Relations, has been appointed to the national advisory board and to the executive committee of the Reading Is FUNdamental Program sponsored by the Ford Foundation and the Smithsonian Institution. Purpose of the program is to help children to read by making a wide range of paperback books easily available, so that a child may keep his own book.

**Herbert Cooke,** classroom teacher from San Antonio and immediate past president of the San Antonio Teachers Council, has been named executive director of the Classroom Teachers of Dallas.

**Frieda S. Shapiro,** assistant director of the NEA Research Division, has been elected to the board of directors of the National Organization on Legal Problems of Education.

**Wilbur V. Bolliger,** chemistry teacher in Pomona, Calif., and member of the NEA and the California Teachers Association boards of directors, has been appointed to the NEA Committee on Educational Finance to fulfill the unexpired term of the late **Carl M. Bair.**

**Lois V. Rogers,** NEA convention coordinator, is serving also as executive secretary of the National Council of Administrative Women in Education. Former NCAWE executive secretary **Lois Clark** retired this year.

**George J. Gumeson** of Aptos, California, has been named NEA director for California to fill the unexpired term of **Hans F. Nygaard,** who has resigned.

**L. P. Sturgeon** has been elected executive secretary of the Texas State Teachers Association. Mr. Sturgeon, former TSTA director for governmental relation, succeeds **Charles H. Tennyson,** who died December 20 following a heart attack.

**Robert F. Williams,** executive secretary of the Virginia Education Association, has been elected to the steering committee of the Education Commission of the States.

**Andrew J. Mitchell,** principal of the Boulder City (Nevada) elementary school, is now president-elect of the NEA Department of Elementary School Principals. His wife, **Mabel Mitchell,** head of the English department of Boulder City High School, was recently elected president of the Nevada State Association of Classroom Teachers.

NEA Executive Secretary **Sam M. Lambert** has accepted an invitation to join the board of directors of the Foreign Policy Association, which has headquarters in New York City. The FPA board consists of leaders from business, education, other professions, and nongovernmental organizations.

**Grace M. Baker,** who helped organize the Department of Art as a part of the NEA in 1933, died recently in Illinois. Miss Baker, who served as second president of the department and member of its board of directors, was retired from Colorado State College.

At its recent annual convention, the National Association of Public School Adult Education presented its National Award of Merit to **Wayne Morse,** former U.S. senator from Oregon. The award is given each year to an individual outside the education profession who has made a significant contribution to the cause of public-supported adult education.

The Outstanding Service Award, given annually to a NAPSAE member, went to **Margaret E. Kielty** of Fitchsburg, Mass., who had served as NAPSAE secretary for 11 years.

**Philip Gonyar,** Bangor (Maine) High School, is the new president of the Maine Teachers Association.

**Margaret Knispel,** assistant secretary, NCTEPS, and assistant director of Student NEA, has been appointed to the Panel of Consultants for the Career Opportunities Program, administered by the U.S. Office of Education's Bureau of Educational Personnel Development.

## Council plans human relations centers throughout the nation

The NEA Human Relations Council met at NEA Center recently to plan the establishment of additional human relations centers within state, urban, and local education associations. This is one of the priority goals of the NEA Center for Human Relations. With 19 state education associations already having human relations centers, the council organized regionally, assigning four of its members for the Far West, Midwest-Central, Southeast, and Northeast-Central. The council elected as its chairman Walter J. O'Brien (left), director of development of the New Jersey Education Association, and as its vice-chairman Joseph Duncan (right), principal of Jones Elementary School, Yanceyville, North Carolina. With them in the photo above are Elizabeth D. Koontz, 1968-69 NEA president; and Sam M. Lambert, NEA executive secretary.

DuShane grants

## NEA fund backs California teachers

The NEA DuShane Emergency Fund has come to the aid of two California teachers involved in difficult and precedent-setting legal fights.

A $300 grant has been awarded to Marion Dongoske, a San Bernardino high school teacher who is appealing a ruling of the Internal Revenue Service, and a $750 grant has been awarded to Raul Loya, a Desert Sands teacher of disadvantaged children who has appealed a conviction for disturbing a political rally on the Fourth of July last year.

The IRS has ruled three times that the San Bernardino teacher may not deduct travel expenses on her federal income tax return. Miss Dongoske had visited and studied the people, culture, and history of Greece, collecting information and ideas for use in her social studies classes. She claims that travel for such educational purposes upgrades a teacher's professional standing and competence, and should be deductible in the same way that tuition and other college expenses are. Miss Dongoske is also being assisted in her tax court appeal by the Teachers Legal Fund of the California Teachers Association-Southern Section and by her local, the San Bernardino Teachers Association.

Mr. Loya, leader of the Desert Sands branch of the Mexican-American Political Alliance, was convicted on August 30, 1968, of "disturbing a public meeting" and sentenced to 120 days in county jail.

The incident occurred when Mr. Loya and other MAPA leaders held a "clap in" during a political rally for a congressman. The latter himself opposed the prosecution of Mr. Loya and his associates and offered to serve as a witness in their behalf.

Faced with the possibility that litigation would endanger his teaching position, the Desert Sands teacher requested emergency legal assistance from NEA in defending his teaching position. His request was supported by the CTA-Southern Section and by the American Civil Liberties Union, which had handled his defense.

Mr. Loya's appeal was heard by the Appellate Department of Riverside Superior Court in November, but no decision has yet been handed down.

## Women deans schedule summer workshops

Five workshops have been scheduled for this summer by the National Association of Women Deans and Counselors in cooperation with local groups. The workshops will be held in Texas, Virginia, Arizona, Kentucky, and Missouri.

A workshop for women student personnel workers will be held June 16-20 at Texas Lutheran College, Seguin. It will be sponsored with the Texas Association of Women Deans and Counselors. Information is available from Mrs. Stephen H. Crump, Jr., assistant dean of students, Baylor University, Waco, Texas 76703.

A June 15-21 workshop for house mothers and residence hall directors will be held at Lynchburg (Va.) College and will be sponsored by NAWDC with the college. For information, write Mrs. Miriam I. McReynolds, associate dean of students, Lynchburg College, Lynchburg, Va. 24504.

From June 22 to July 3 NAWDC will cosponsor with the Colorado-Wyoming Association of Women Deans and Counselors a workshop for deans, counselors, and professional personnel workers. Classes will be held on the University of Denver campus; four quarter hour credits may be earned. Housing will be provided on the campus of Loretta Heights College. For information write to Mrs. LaRue Belcher, dean, South High School, Denver 80210.

A workshop for men and women interested in encouraging attitudes and activities which will facilitate optimal use of women's talents and competencies will be sponsored by NAWDC June 15-27 in cooperation with the University of Missouri-St. Louis and Lindenwood College. The workshop will be held on the Lindenwood campus in St. Charles, Missouri. Write to Margaret C. Fagin, director, Continuing Education for Women, University of Missouri-St. Louis, 8001 Natural Bridge Rd., St. Louis 63121.

Berea College and NAWDC will also offer a workshop for residence hall directors in Berea, Kentucky, June 22-27. Write to Ann Marshall, dean of women, Berea, Ky. 40403.

# Proposed amendments to Association of Classroom Teachers' Constitution and Bylaws

The following proposed amendments to the ACT Constitution and Bylaws were presented at the 1968 ACT Representative Assembly and will be voted on at the 1969 Representative Assembly, June 29-30 in Philadelphia.

Additions to the Constitution and Bylaws are indicated by *italics*. Deletions are indicated by ~~regular type crossed out~~.

### Amendment No. 1

TITLE: To make the ACT Constitution and Bylaws consistent with NEA Bylaws by authorizing (a) the NEA Board of Directors to appoint one classroom teacher to the ACT executive committee as an ex officio representative without vote; (b) the ACT executive committee to appoint one classroom teacher to the NEA Board of Directors as an ex officio representative without vote; and (c) the NEA president to appoint one classroom teacher as an ex officio delegate to the ACT Representative Assembly.

Constitution, Article V, Executive Committee

*Section 2. The NEA Board of Directors shall appoint one classroom teacher ex officio without vote to the executive committee as a representative of NEA.*

Bylaws, Article VII, Standing Committees *and Liaison with Other Associations*

*Section 5. The executive committee shall appoint one classroom teacher ex officio without vote to the NEA Board of Directors as a representative of the Association.*

Bylaws, Article II, Representative Assembly

Section 4-A (3) Ex officio delegates

Each member of the executive committee of this Association and each past president who is an active member of the Association shall be an ex officio delegate to the Representative Assembly. *Further, one classroom teacher member shall be named a delegate ex officio by the NEA president as an official representative of the National Education Association.* Each ex officio delegate shall be certified by the president of the Association.

Submitted for the ACT executive committee by the ACT Constitution and Bylaws revision committee
Bruce Eckman, Oreg.
Robert H. Christy, Neb.

### Amendment No. 2

TITLE: To increase the number of ACT regions from 6 to 11 and hence the size of the executive committee by 5 additional regional directors.

Constitution, Article IV, Officers

Section 4. The regional directors shall serve for a term of three years or until a successor is elected and assumes office. Each regional director shall represent one of the sections of the country as designated in Article VI, Section 1, of this Constitution. ~~Two~~ Regional directors shall be elected annually for the regular three-year term *as follows beginning in 1970 and every three years thereafter: Region 5, Midwest, Region 6, North Central, and Region 11, Northwest; in 1971 and every three years thereafter: Region 1, New England, Region 2, East Coast, Region 8, Mountain, and Region 9, West Coast; and in 1972 and every three years thereafter: Region 3, Mid-Atlantic, Region 4, Southeast, Region 7, Southwest, and Region 10, Central; except that in 1970, dependent upon the location of the states represented by current directors, two regions will elect for one-year terms: either Region 1, New England, or Region 2, East Coast, and either Region 8, Mountain, or Region 9, West Coast; and two regions shall elect for two-year terms: either Region 3, Mid-Atlantic, or Region 4, Southeast, and either Region 7, Southwest, or Region 10, Central.*

Constitution, Article VI, Regions

Section 1. For carrying on the work of this Association the states and territories shall be grouped into ~~six~~ *11* regions as follows *beginning in July 1970.*

~~Northeast—Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, Overseas.~~

~~Southeast—Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, Puerto Rico, South Carolina, Tennessee, Virgin Islands, Virginia, West Virginia.~~

~~North Central—Illinois, Indiana, Iowa, Michigan, Minnesota, North Dakota, Ohio, South Dakota, Wisconsin.~~

~~South Central—Arkansas, Kansas, Louisiana, Missouri, Nebraska, Oklahoma, Texas.~~

~~Northwest—Alaska, Idaho, Montana, Oregon, Washington, Wyoming.~~

~~Southwest—Arizona, California, Colorado, Hawaii, Nevada, New Mexico, Utah.~~

*Region 1—New England—Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont.*

*Region 2—East Coast—Delaware, New Jersey, New York, Pennsylvania.*

*Region 3—Mid-Atlantic—District of Columbia, Maryland, Overseas, Virginia, West Virginia.*

*Region 4—Southeast—Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, Puerto Rico, South Carolina, Tennessee, Virgin Islands.*

*Region 5—Midwest—Illinois, Indiana, Kentucky, Michigan, Ohio.*

*Region 6—North Central—Iowa, Minnesota, Nebraska, North Dakota, South Dakota, Wisconsin.*

*Region 7—Southwest—Texas.*

*Region 8 — Mountain — Arizona, Colorado, Nevada, New Mexico, Utah, Wyoming.*

*Region 9—West Coast—California, Hawaii.*

*Region 10—Central—Arkansas, Kansas, Missouri, Oklahoma.*

*Region 11—Northwest—Alaska, Idaho, Montana, Oregon, Washington.*

Submitted for the ACT executive committee by the ACT Constitution and Bylaws revision committee
Bruce Eckman, Oreg.
Nancy W. Hanna, S.C.

### Amendment No. 3

TITLE: To eliminate the requirement that the president resign his teaching position if necessary to fulfill his duties as president.

Bylaws, Article IV, Duties of Officers and Executive Secretary

Section 1. . . . The president shall arrange a professional leave or make other arrangements to be released from regular classroom duties during his term of office in order to participate fully in the business of the Association including work in state and local associations. ~~The president is specifically authorized to resign his teaching position if necessary to fulfill his duties as president.~~

Submitted by
E. E. Tom Murphy, Ohio
Sam Callette, Ohio

### Amendment No. 4

TITLE: To eliminate the position of elected secretary.

Constitution, Article IV, Officers

Section 1. The officers of this Association shall be a president, a president-elect, a vice-president, ~~a secretary,~~ the immediate past president, and one director from each region.

Section 3. The vice-president ~~and secretary~~ shall serve for a term of one year from date of election or until a successor is elected and assumes office.

Section 5. All officers shall be elected at the Representative Assembly by secret ballot according to the procedure set forth in Article II, Section 3, of the Bylaws. The president-elect, vice-president, ~~secretary,~~ and president if a vacancy has occurred in the position of the president-elect shall be elected by all delegates present and voting. . . .

Constitution, Article V, Executive Committee

Section 1. The president, president-elect, vice-president, ~~secretary,~~ immediate past president, and regional directors shall constitute the executive committee.

Bylaws, Article IV, Duties of Officers and Executive Secretary

~~Section 4. The secretary shall record the minutes of all meetings of the executive committee and carry out such duties as assigned by the president.~~

Section ~~5~~ *4* . . . .
Section ~~6~~ *5* . . . .
Section ~~7~~ *6* . . . .
Section ~~8~~ *7* . . . .
Section ~~9~~ *8*. The executive secretary . . . shall be secretary of the Representative Assembly and shall be responsible for keeping a record of proceedings of meetings of the Representative Assembly, ~~and~~ the executive committee, *and the advisory council* . . . .

Submitted by
Gary Reul, Wash.
Marie Ross, Wash.
Ray O'Dell, Ohio
Zola Dunbar, Oreg.
Pauline Dorsett, Ariz.

### Amendment No. 5

TITLE: To eliminate the advisory council and establish a board of directors.

Constitution, Article VIII, ~~Advisory Council~~ *Board of Directors*

Section 1. The ~~advisory council~~ *board of directors* shall consist of one ~~or more outstanding leaders in classroom teachers association work in~~ *member from* each state, the District of Columbia, the Virgin Islands, Puerto Rico, and the Overseas Education Association. ~~The members shall be appointed by the president and shall serve during the term of the president who appoints them.~~ *The president, president-elect, vice-president, immediate past president, secretary, and regional directors shall be ex officio members of the board of directors.*

*Section 2. Each state, the District of Columbia, the Virgin Islands, Puerto Rico, and the Overseas Education Association shall elect its own director. The term of state directors shall be for three years. Members of the board of directors may not serve more than three consecutive elected terms. All terms shall begin at midnight on the day of adjournment of the Representative Assembly of the Association. Vacancies occurring in the office of state director shall be filled upon recommendation of the state association by the board of directors when in session, or when not in session, by the executive committee. Terms of persons filling vacancies shall extend to the next annual meeting of the Representative Assembly, at which time a director shall be elected for the remainder of the unexpired term.*

Constitution, Article IX, Meetings

~~Section 4. The advisory council shall be convened at the Classroom Teachers National Conference, in conjunction with the conventions of the National Education Association and the American Association of School Administrators, and at such other times as the president may specify. The advisory council members shall meet with the president and the director by regions in joint sessions in August and with the director at their respective regional conferences and by regions at such other times as the director and president may specify.~~

*Section 4. The board of directors shall meet during the ACT and NEA Representative Assemblies, at the Classroom Teachers National Conference, in February in Washington, D.C., and at such other times as the president may specify. State directors will meet during the regional conference of their region and at a joint meeting called by the president and two or more regional directors.*

Constitution, Article X, Amendments

Section 2. Proposed amendments shall be discussed at the Classroom Teachers National Conference, at meetings of the ~~advisory council~~, *board of directors*, and at regional conferences.

Bylaws, Article I, Parliamentary Authority

Section 2. ROBERT'S RULES OF ORDER, REVISED shall be the authority governing all matters of procedure at meetings of the executive committee, *board of directors*, and the Representative Assembly not otherwise provided for in the Constitution and Bylaws or the standing rules.

Bylaws, Article III, Conferences

Section 3. The executive committee of the Association . . . shall approve the dates and places of the regional conferences upon recommendation of the respective regional directors and regional ~~advisory councils~~ *board of director members;* and shall . . . .

Bylaws, Article IV, Duties of Officers and Executive Secretary

Section 4. The secretary shall record the minutes of all meetings of the executive committee *and board of directors* and carry out such duties as assigned by the president.

Section 5. Each regional director . . . shall hold in his region an annual conference open to all classroom teachers planned in cooperation with the president, the ~~advisory council~~ *board of directors* members within the region, . . .

Bylaws, Article V, Duties of ~~Advisory Council~~ *Board of Directors*

~~Section 1. The advisory council members shall serve as official advisers to the president of the Association throughout his term of office. They shall interpret the program and policies of the Association in their respective states and shall apprise the president of the opinions and comments of their respective members.~~

*Section 1. The board of directors shall interpret the program and policies of the Association in their respective states and shall transmit the concerns and official actions of their respective constituencies to the executive committee.*

~~Section 2. The advisory council members of each region shall serve as official advisers to the regional directors and shall assist the directors in planning and carrying out the regional conference each year subject to the priorities set by the executive committee.~~

*Section 2. The board of directors shall have the power to amend the budget as prepared under the direction of the executive committee before it is presented to the NEA Budget Committee.*

Bylaws, Article VI, Budget

Section 2. A budget reflecting the program of the Association and enumerating proposed expenditures for the year shall be prepared under the direction of the executive committee and *following approval of the board of directors* presented to the National Education Association following procedures set forth by the National Education Association. The executive committee shall have the power to transfer funds within the budget.

Bylaws, Article IX, Amendments

Section 2. Such proposed amendments shall be discussed at the Classroom Teachers National Conference, at meetings of the ~~advisory council~~, *board of directors*, and at regional conferences.

Submitted by
Kenneth S. Haller, Nev.
Jiles W. Riley, Nev.

### Amendment No. 6

TITLE: To require that regional directors be elected at regional conferences in regions which have a delegate body.

Bylaws, Article II, Representative Assembly

Section 2. At the first session of the Representative Assembly of the Association, nominations for the following offices shall be made: president-elect, vice-president, secretary, ~~and regional directors to be elected~~ and president if a vacancy has occurred in the office of president-elect. Candidates for said offices shall be nominated from the floor.

*Section 4. Regional directors shall be nominated and elected by their respective regions by the delegates at the respective regional conferences, or in those regional conferences which are not delegated by the regional delegates at the ACT Representative Assembly.*

Section ~~4~~ *5*.

Submitted by
Kenneth S. Haller, Nev.
Jiles W. Riley, Nev.

### Amendment No. 7

TITLE: To require only a 90-day rather than the current one-year notification for amending the Bylaws.

Bylaws, Article IX, Amendments

Section 1. These Bylaws may be amended at any meeting of the Representative Assembly by a majority vote of the delegates present and voting, provided ~~that such proposed amendments shall have been presented in writing at the preceding Representative Assembly and~~ that the text of the proposed changes shall have been printed in an official publication of the Association at least ninety (90) days prior to the meeting of the Representative Assembly.

Submitted by
Kenneth S. Haller, Nev.
Jiles W. Riley, Nev.

# current

**What's going on in TV, radio, press, and national magazines**

### Television

*(All times are Eastern)*

**Discovery**—*Sunday, March 2, ABC-TV, 11:30 a.m.* "The Park Beneath the Sea." *March 9:* "Nature's Adaptations." *March 16*: "The Great American Harness Horse." *March 23:* "Hawaii Coffee Growing."

**Children's Film Festival**—*Sunday, March 2, CBS-TV, 1:30 p.m.* "Adventure in the Hopfields." *March 9*: "The Little Bearkeepers." *March 23:* "Testadirapa."

**The 21st Century**—*Sunday, March 2, CBS-TV 6 p.m.* "Circle of Love." *March 9:* "The Sleepwatchers." *March 16*: "Can We Save the World—Part I." *March 23*: "Can We Save the World—Part II." *March 30:* "Art in the 21st Century."

**NET Journal** — *Monday, March 3, NET-TV (please check time)* "Diary of a Student Revolution." *March 17:* "Conservatism in America." *March 24:* "Black and White Together?"

**The Undersea World of Jacques Costeau** — *Tuesday, March 4, ABC-TV, 7:30 p.m.* Late 19th Century Spanish galleon is explored on "Treasure."

**The Wizard of Oz**—*Sunday, March 9, NBC-TV, 7 p.m.*

**Experiment in Television**—*Sunday, March 16, NBC-TV, 4:30 p.m.* "The New Communicators," about young filmmakers. *March 23:* "Bye, Bye Butterfly," comparison of the old and the new Japan.

**Three Young Americans**—*Monday, March 17, ABC-TV, 9 p.m.* The search for a meaningful balance of life in modern society.

**Adventures in the Jade Sea**—*Wednesday, March 26, CBS-TV, 7:30 p.m.* Study of the harsh environment surrounding Lake Rudolph in Kenya.

**Hallmark Hall of Fame**—*Friday, March 28, NBC-TV, 8:30 p.m.* "Give Us Barabbas."

**New York Philharmonic Young People's Concert**—*Sunday, March 30, CBS-TV, 4:30 p.m.*

### Magazines

*(March Issues)*

**Atlantic**—"How To Teach a Delinquent," by Nicholas F. Hahn, a study of the Warrendale school near Pittsburgh. "The Police and the Rest of Us," an *Atlantic* supplement exploring the function of the police in America today.

**Harper's**—"The New Geography: Where the Action Is," by Peter R. Gould. How a dull subject has exploded into one of today's most important.

**Psychology Today**—"Schools To Beat the Systems," by Harvey Pressman, of the Educational Development Center, recommends the creation of a national network of experimental urban schools. "The Time To Learn," by J. P. Scott, Bowling Green University, describes the critical learning periods in both man and animals.

**Redbook**—"Why Teachers Are Striking" by Walter Goodman.

**Seventeen**—"You May Be Brighter Than You Think," by David Klein. The role motivation plays in learning.

Future Teachers of America

## Group seeks dynamic FTA program

A special committee appointed to study the program of the Future Teachers of America met February 8-9 in Chicago. The committee was appointed by Elizabeth D. Koontz, 1968-69 NEA president, to assist FTA in developing a dynamic action program.

"The committee is primarily concerned with the future directions of FTA," said John Van Schoonhoven, FTA coordinator. "At our Chicago meeting we discussed ways to involve persons interested in working with FTA, types of activities that seem appropriate for local chapters, and the need to reach large numbers of high school students who are exploring various career opportunities. We also considered the relationship between the local FTA organization and the local teachers association.

"The committee sees itself as an agency set up to look at the total FTA program," Mr. Van Schoonhoven continued. "We encourage persons with ideas or suggestions on appropriate FTA activities to send them to the FTA office at NEA Center."

At the meeting, in addition to Mr. Van Schoonhoven, were Donalda Tillett, NEA director for Indiana, chairman; Helen Krause, member of the NEA Executive Committee; Edna Richards, executive secretary for classroom teachers, North Carolina Teachers Association; Margaret Stevenson, executive secretary, Association of Classroom Teachers; D. D. Darland, associate secretary, National Commission on Teacher Education and Professional Standards; and Donald C. Briggs, assistant coordinator-designate of FTA.

The committee also includes Joseph Nauman, classroom teacher, Ferguson-Florissant (Mo.) School District, and Mary Alice Sipes, Student NEA-FTA consultant, New Mexico Education Association.

The committee's next meeting is set for April.

## Livonia, Michigan, teachers score high in political action

A near-perfect political batting average from June 1967 to November 5, 1968, is recorded by the Livonia (Michigan) Education Association in a compilation of materials titled "Toward Responsible Political Involvement."

Roger Stephon, LEA executive director, explained the compilations to the NEA Citizenship Committee.

Six exhibits are included. Exhibit A concerns the June 1967 race for two seats on the local board of education. LEA interviewed the candidates, and reported the results of the interviews to the members, with comments ranging from "well qualified" to "not acceptable." The two candidates rated best won.

Exhibit B: Branching out in November 1967, LEA joined the Chamber of Commerce in pushing passage of eight resolutions before the voters totaling $15 million in city capital improvements.

City elections in April 1968 are documented in Exhibit C. The candidate dubbed "well qualified and preferred" by LEA won the mayorality race, and the four council candidates (two "well qualified and preferred," and two "well qualified") won.

In June 1968 (Exhibit D), two more board of education seats were in contest. The only candidates judged "well qualified and preferred" by LEA were elected.

Exhibit E, a September 1968 millage election, records not quite a clean sweep, but LEA was pleased that voters responded to their campaign for a 7 mill renewal.

In the November 5 election (Exhibit F) LEA again interviewed and rated candidates, this time including state offices. In the two legislative districts where LEA put its stamp of approval on candidates, the candidates won. LEA's "highly qualified" candidate for state board of education also won.

## Overseas Education Association pursues suit for back pay

On January 31, counsel for the Overseas Teachers Association and counsel for the U.S. Government appeared before Judge Oren Lewis in the U.S. District Court, Alexandria, Va., in connection with the overseas teachers' suit for back pay.

After hearing the respective contentions of counsel, Judge Lewis stated that in his opinion the question of legal liability can be disposed of, based upon established legal authorities, and ordered counsel to exchange briefs limited to this question not later than March 20 and return to Court on April 1 for oral argument.

Judge Lewis' decision may be expected within a month or two thereafter.

The position of the Department of Defense is that it lacked sufficient appropriated funds to pay the overseas teachers full Public Law 86-91 salaries and at the same time meet all other items of school expense in full. NEA's affiliate is relying upon U.S. Supreme Court decisions holding that even if appropriated funds are insufficient, where salaries have been set by a pay act, the rates so provided prevail and the insufficiency, if any, must be met and paid out of general Treasury funds.

If Judge Lewis' decision follows this rule, he will not, at the same time, compute the amounts due each individual teacher. Such feature is normally referred to a commissioner appointed by the court for computation.

If either side is dissatisfied with Judge Lewis' decision, it can appeal to the U.S. Circuit Court of Appeals and thereafter to the U.S. Supreme Court.

New NEA president meets the press

George D. Fischer, new NEA president, gave his first news briefing in New Orleans during the NEA-State Public Relations Seminar a week after the appointment of Elizabeth D. Koontz to a high government post. Potential political power of teachers and the need for teachers to be even more politically aware were among the topics stressed by Mr. Fischer to the media and to public relations directors from 44 states. With Mr. Fischer is Warren White (right), president, Orleans Educators' Association.

## NEA lauds LBJ role in education

The NEA Executive Committee, at its January meeting, passed a resolution recognizing the many accomplishments in education legislation passed during the Johnson Administration, and endorsed the designation of Lyndon Johnson as "Teacher in the White House."

NEA Executive Secretary Sam M. Lambert wrote to Mr. Johnson informing him of the Executive Committee action and expressing the NEA's appreciation for all the President's efforts to improve federal support to education.

Mr. Johnson responded with a letter to Dr. Lambert, which said in part, "I leave public life with a great sense of obligation and gratitude to the teaching profession and to NEA. You have been a mighty force for good in achieving progressive education legislation. For all that you have done, you have my thanks."

Masked dancers perform for visitors to the Arctic

**To: NEA Division of Educational Travel**
**1201 Sixteenth Street, N.W.**
**Washington, D.C. 20036**

**Use pencil or ball-point pen**

Please send me free descriptive brochures as follows (please request not more than four):

- ☐ A-1 Exploring Alaska (July 10-27)
- ☐ A-2 Exploring Alaska (July 24-Aug. 10)
- ☐ ACR Alaska-Canadian Rockies
- ☐ RW-1 Around the World via Japan and India
- ☐ RW-2 Exploring the Unusual Around the World
- ☐ RW-3 and 4 Around the World via India and Greece
- ☐ "Windows of the World," catalog summary of all 94 NEA-directed tours

Name _____

Street _____

City _____

State _____ Zip Code _____

**NEA Reporter 2/28**

*cut here and mail to the address above*

# United profession sponsors tours to Alaska

Two low-cost tours to America's exciting frontier state, Alaska, are being sponsored by NEA's Division of Educational Travel this summer. A third tour includes Alaska, British Columbia, and the Canadian Rockies.

The two tours that concentrate mostly on Alaska leave Seattle July 10 and July 24, and are scheduled for 18 days. Both tours offer Nome Kotzebue and/or Point Barrow extensions that can be the climax of the trip—a swing into the Arctic.

All three packages combine travel by air, sea, motor coach, and railroad, ensuring variety and an intimate look at the country. Academic credit may be earned on the tours (tuition required on tour A-2; optional on A-1 and ACR).

The Alaska-Canadian Rockies tour (ACR), August 4-22, goes by bus to Banff and Lake Louise, then across British Columbia to Prince Rupert, where the group transfers to Alaska Airlines for scenic flights to Sitka, the old Russian capital; Glacier National Monument; and Skagway, the famous gold rush town.

The return south is a four-day cruise on Westours' S.S. Yukon Star, through the spectacular Inside Passage, calling at Juneau and Ketchikan on the way to Vancouver, B.C. Victoria, the province's "Old English" capital, also is visited before a flight to Seattle. The price is $866.

The straight-to-Alaska tours (designated A-1 and A-2) take in the Southeast Panhandle, a bit of Canadian Yukon Territory, the "sour-dough" interior and the metropolitan region around the state's largest city, Anchorage.

The flight north from Seattle stops first at Ketchikan and at the capital, Juneau. The state ferry takes the travelers to Skagway, then they follow the "Trail of '98" by railroad to Whitehorse, Y.T. The trip from there to Fairbanks is by Westours motor coach.

Schedules of the Alaska Railroad, between Fairbanks and Anchorage, are designed to allow a day's stopover at McKinley National Park for viewing wildlife and the continent's highest peak.

The three days allotted to Anchorage and vicinity are crowded with sightseeing that will give an understanding of booming modern Alaska. Among the destinations are Matanuska, the state's agricultural belt, and Alyeska, the largest and most complete skiing and summer resort.

Each of these two Alaska tours costs $795, plus academic credit costs, where this applies.

Both tours end on the 18th day with a flight by Alaska Airlines, leaving Anchorage at 8 a.m. and arriving in Seattle at 12:55 p.m. However, Alaska Airlines will take any NEA member north to the Arctic instead, to Kotzebue and Nome, at an additional cost of only $189.50. This price includes transfers, air fare, hotel in Nome and during an additional night in Anchorage on return, guides, sightseeing, and all activities.

The regular tours do not penetrate the real Arctic, but Alaska Airlines flies to Kotzebue, an Eskimo village above the Arctic Circle (and gives Arctic Circle certificates to all passengers who cross the line).

Kotzebue faces the Chukchi Sea, part of the Arctic Ocean. After sightseeing and being entertained by Eskimos, the travelers drop down to Nome, the legendary gold rush town on the Bering Sea.

The Nugget Inn's accommodations in Nome are plush. Activities include Eskimo dancing and the blanket toss, a ride in an oomiak—the Eskimo skin boat—and panning for gold on a creek out in the hills.

The other optional extension—a trip to Point Barrow—is arranged within the time of the regular 18-day tour. From Fairbanks across the Yukon River and through the Anaktuvik Pass, the Alaska Airlines plane glides down onto the bleak flat Arctic slope at Point Barrow, the most northern town on the continent, at the edge of the great ice pack. Parkas and Eskimo boots will be provided.

The price of the optional extension from Fairbanks to Point Barrow and return is $166.10. This includes the Alaska Airlines flights, hotel, sightseeing, guides, and all planned activities.

For details on any of the tours, check the appropriate items on the coupon at the top of this page, and return the coupon to the NEA Division of Educational Travel at the address given.

# Four summer tours offer around-the-world splendors

Around-the-world tours are being offered again this summer by the NEA Division of Educational Travel. Through these tours, many educators will have an opportunity to live the deep satisfactions, gain the depths of wisdom, and glory in the euphoria which transported Phileas Fogg and Passepartout "Around the World in 80 Days."

"Around the World via Japan and India" (RW-1) offers 55 days of carefully supervised, comfortable adventure for $2,635. This tour goes to the places and views those wonders which most people have preferred over the years.

Leaving via Japan Airlines, the group jets from San Francisco to Tokyo, with a stop-off of a day and a half in Honolulu. The busy week in Japan includes sightseeing, visits to historic shrines, scenic wonders, and sacred temples—with the hospitality of an invitation into a private home and a visit to Tokyo schools, including lunch with Japanese teachers. The tour goes on to Taiwan, the Philippines, and Hong Kong.

The travelers will see the celebrated Angkor Wat temples, for centuries lost in the tangled Cambodian jungles. They will visit the Royal Palaces in Phnom Penh and in Bangkok—then, from Thailand to India. They will enjoy a boat trip up the Ganges and a visit to the celebrated Taj Mahal, ride an elephant, enter the Vale of Kashmir, and spend two comfortable nights on a houseboat.

The tour then goes on to Beirut, Amman, Petra, Wadi Rum, Aqaba, Cairo, Cyprus, Tel Aviv, Jerusalem, Upper Galilee, and finally Athens to New York and back home.

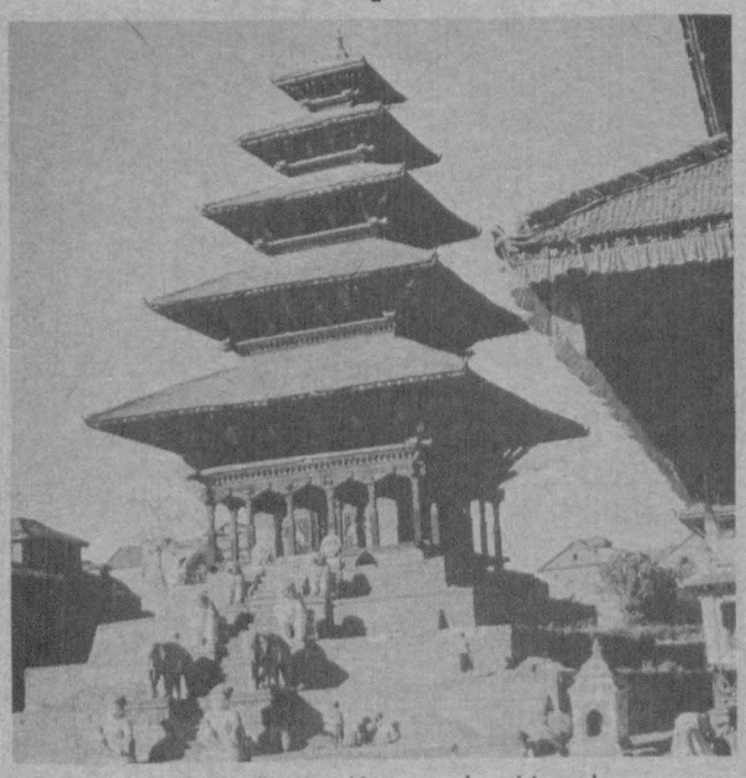
"Around the World via India and Greece" (RW-3, 4) offers round trips starting from San Francisco on June 19 and on June 26. The price is $2,698.

While visiting most of the same areas indicated in RW-1, these tours include a trip into the remote mountain kingdom of Nepal, nestled in the high Himalayas between India and Red China—on to the old Persian cities of Isfahan and Shiraz with their irrestible bazaars. The itinerary includes several days in the fascinating little sheikdom of Kuwait, an amazing oasis of affluence in the oil-rich desert.

Travelers will explore the ruins of Babylon and ride the Baghdad night train to Mosul, where they will explore ancient Ninevah and visit the fascinating, little-known Yezidi people. In Greece, an excursion to seldom-visited rural Eubeoa Island—and then the flight from Athens to New York and home.

"Exploring the Unusual Around the World" (RW-2) leaves from New York on June 27 for 58 days of grand adventure for the experienced, sophisticated traveler eager to discover new places off the beaten path. This is the tour for the traveler who can accept travel conditions as they are in remote areas.

In addition to many of the places visited on the other tours, participants will explore Jordan's magnificent Wadi Rum Desert, where "Lawrence of Arabia" was filmed; charming old towns dating from the Persian Empire; discover Afghanistan's hinterland; cross the romantic Khyber Pass and visit the almost inaccessible kingdoms of Swat and Sikkim, as well as Nepal, and watch the sun rise over Mt. Everest. The tour includes visits to idyllic Bali and Sabah (Borneo), and to Hong Kong's Lantau Island. The price: $2,895.



A temple in Katmandu, Nepal

The coupon at the top of this page is designed to provide prompt information on any of the tours described above.

# nea reporter

Published by the National Education Association

Vol. 8, No. 3 March 21, 1969 7 Washington, D.C.

Anonymous $1,000 aids Mississippi teachers

Samuel B. Ethridge, NEA assistant executive secretary for human relations, shows a $1,000 check received from an anonymous donor to NEA President George D. Fischer. The check was sent to the NEA Center for Human Relations in support of Coahoma County, Mississippi, teachers and aides who lost their jobs when the local school board failed to qualify for federal funds because it had not followed federal desegregation guidelines. The check was forwarded to the Mississippi Teachers Association, which is coordinating support for the teachers.

## Mississippi teachers helped by DuShane Emergency Fund

Legal and financial support from the united teaching profession is backing 25 teachers and 27 aides who were cut from the payroll by the Coahoma County (Mississippi) School District when federal funds were stopped because of the district's noncompliance with desegregation guidelines. The teachers and aides have remained in their classrooms voluntarily without pay.

The Mississippi Teachers Association, with the aid of NEA's DuShane Emergency Fund, immediately sought a temporary restraining order when the teachers were dismissed. But U.S. District Judge Orma R. Smith ruled that the Mississippi school system did not have the money to pay the dismissed teachers.

To enable NEA to bring to bear its full national influence, the DuShane Emergency Fund announced that NEA will join with MTA in the suit, which seeks total desegregation of the Coahoma County school system and reinstatement of the teachers. There are 4,700 black and 1,100 white students in 13 Coahoma County schools, nine of which are totally black. There are 27 black students in the four predominantly white schools in the county.

The NEA Center for Human Relations, backed by a resolution of the Council for Human Relations pledging assistance to obtain full reinstatement of the teachers and aides, began negotiations with the U.S. Department of Health, Education, and Welfare to see if the cutoff Title I funds could be held in escrow in the event the school system does desegregate.

NEA's Office of Legislation and Federal Relations was asked by the Council for Human Relations to seek legislative and administrative remedies within the guidelines "to insure that all children already deprived by reason of poverty and by discriminatory actions of local officials will not be further deprived by government action."

Constitutional issue raised

## NEA backs suit seeking funds for deprived districts

NEA this month asked the U.S. Supreme Court to consider Constitutional questions aimed at providing more equitable distribution of state funds for financially deprived school districts across the nation. The Association has joined a friends-of-the-court brief in support of a case on appeal from the U.S. District Court for the Northern District of Illinois.

Plaintiffs in the Illinois case charge that state statutes violate the Fourteenth Amendment by "depriving students in poor school districts of the educational resources available to students in more wealthy districts."

The original Illinois suit was brought by high school and elementary students in Cook County (Chicago). Separate but similar suits have been filed in the last year in Detroit, Los Angeles, and San Antonio. A statewide suit of similar nature, filed by NEA and the Florida Education Association, is pending in Florida courts.

NEA, in its brief, says that the Illinois case has major ramifications nationwide in the financing of public schools. "Though the present case (Cook County) challenges only the educational financing system of Illinois, it raises a Constitutional issue which has major implications for the financing of public education in every community—urban, suburban, and rural—of America," says the NEA brief.

It adds: "The pendency of similar suits and the complex nature of the facts in each one make it highly desirable that a full record in this case, upon which this court can resolve the Constitutional issue and enunciate judicial standards, be developed."

Several of the school finance suits take note of the fact that the cities, formerly the best financed areas of the nation, have fallen dramatically behind in per pupil expenditures in recent years. And the state and local governments, which set the system for distribution of school funds, are responsible for the disparities which are denying children equal education and the equal protection of the law required by the Fourteenth Amendment.

Joining NEA in the court action are the Urban Coalition, the Lawyers' Committee for Civil Rights Under Law, and the Urban School Development Council.

## Convention dates set till 1973; data for '69 Assembly due soon

NEA Convention dates for this summer and the next few years are as follows:

1969—June 30-July 5; Philadelphia.

1970—July 1-6; San Francisco.

1971—June 27-July 2; Detroit.

1972—June 25-30; Atlantic City, New Jersey.

1973—July 1-6; Portland, Oregon. (The NEA Board of Directors approved selection of Portland last month.)

Information about the 1969 NEA Representative Assembly and temporary delegate credentials will be mailed to state executive secretaries and presidents of local associations about April 15.

### Denver victory

**On March 6, Denver teachers chose the Denver Classroom Teachers Association for the second time as their negotiator. DCTA, an affiliate of NEA and the Colorado Education Association, defeated the Denver Federation of Teachers by about 2 to 1, receiving 2,653 votes—about 300 more than it got in the city's first teacher representation election in 1967.**

## NEA and others tell legislative goals to Secretary Finch

Representatives of NEA and five other national education organizations met late last month with HEW Secretary Robert H. Finch to present their unanimous views on 1969 legislative goals. He listened intently as the group—which also included the American Association of School Administrators, the Council of Chief State School Officers, the National Congress of Parents and Teachers, the National Association of State Boards of Education, and the National School Boards Association—called for these actions:

- Creation of a Department of Education, cabinet-rank, to cope with the proliferation of federal education programs and to coordinate the activities of the many agencies involved in support of schooling
- Enactment of general federal support, based on an equitable equalization formula, with disbursement of funds through state education agencies (such general support to supplement categorical programs to meet national needs)
- Full funding of all federal education programs, appropriations for which are lagging far behind authorizations
- Provision of a minimum three-year authorization for federal programs, with funds appropriated one year in advance, and on a level at least equal to funding for the previous year
- Federal funding for school construction, especially under Title I of ESEA, to help implementation of new ideas and projects now hindered by lack of classroom facilities
- Enactment of a "substantial" categorical aid program to help solve the problem of education in the large cities
- Expansion of adult basic education (specifically, for persons who have not completed high school)
- Financing of overseas dependent schools (K-12) to provide educational services comparable to those offered by better schools in the U.S. and its territories
- Extension of scholarship funds for higher education (the organizations opposed legislation to allow tax credits for school or college tuition and/or expenses)
- Extension of the impacted aid program (PL 874) to provide financial assistance to local school districts which have tax-exempt public housing units within their jurisdiction
- Expansion of school food services to improve the health and education of all school children.

Mr. Finch told the group that his department is under pressure from all sides to retain the categorical approach, and that passage of general aid is unlikely at least until the Vietnam war ends. Even then, he said, an end to hostilities would be no guarantee of sudden flow of funds for domestic programs.

Sen. Albert Gore (D- Tenn.) underscored Secretary Finch's view by observing that the most fundamental issue of the next 10 years will be whether the defense establishment will continue to monopolize nearly half the revenues available to the federal government.

During the first session of the 91st Congress, NEA will press for full funding of ESEA Title I (to help solve urban education programs) and for action on the Association's $6 billion general federal aid bill.

Also due for introduction is an NEA bill to establish professional negotiation procedures under a federal statute which would supplement (but not supplant) existing state legislation. Further details on this measure will be published in a subsequent issue of the NEA REPORTER.

# opinion interpretation

*This page of the REPORTER is devoted to editorial and interpretive material. Readers' letters, preferably brief, will be considered for publication. Opinions expressed in the REPORTER are not necessarily NEA policy, which is set only by Association resolution.*

## Will you help sign up those nonmembers?

It's nothing new, really. All of us have heard it: "I'll just join my local and state education associations this year. Dues are getting higher and higher. I'll pick up on NEA again next year. The NEA won't miss me."

To the individual member, it sounds quite reasonable.

But multiply that kind of thinking by 100,000 and there is a problem of substantial proportions.

The question is, Whose problem is it? The NEA's? Certainly. But it's a problem, too, for NEA members, for members *are* the NEA.

Teachers have demanded and have received a high level of service from their professional associations. Teachers expect that level of service not only to continue but to continually expand. Both require continuous membership support.

More NEA membership support is needed, and it is needed right now. I ask your help in recruiting those nonmembers in your building and in your local association.

As an NEA member, you are aware of the benefits, services, programs, and accomplishments of your professional associations—local, state, and national. You've been informed through the NEA REPORTER, *Today's Education,* and the publications of your state and local associations. Using that information and your own beliefs in your own way, you can be an effective membership salesman.

Your help is needed now. Every nonmember should be contacted and persuasively asked to join the united profession. Your faculty representative has or can obtain enrollment applications. Applications and membership materials are also available directly from the NEA Division of Affiliates and Membership.

Your membership support now can mean the difference between continued achievement by and for the teaching profession and a setback to the progress teachers expect.

*—George D. Fischer, NEA president*

## Are you politically invisible?

Does your congressman know you exist? Does your state legislator cross the street in order to greet you?

Probably not, unless you were very active in his last campaign, or your signature appeared on a check for a testimonial dinner. But let's hope your answer to the next few questions is yes.

Questions: Does your congressman know your association exists? Does your state legislator seek the opinion of association leadership on education issues?

If the answers are no, you are politically invisible.

That's why there is a Teachers-In-Politics Weekend next month. Its purposes are:

- To lift the understanding of teachers about the need for teacher involvement in politics, and to inspire them to be involved
- To attract the attention of the public to the new program of political awareness on the part of teachers.

These are the official purposes. There's another one:

To make organized teacher power visible where it really counts, where the results really get tabulated—in the halls of Congress, in the state capitols, in city and town council chambers.

So the NEA Citizenship Committee asks:

Why not a proclamation in every state, every city, every town, that April 11-13, 1969, is national Teachers-In-Politics Weekend?

Why not publicity in all the media all over the country on that weekend that teachers are concerned, are involved, are committed to being effective on the political scene?

Why not an observance—a meeting, a clinic, a box supper, a rally—on or around that weekend in every local and state association?

Let's get visible.

April is none too soon.

*—The NEA Citizenship Committee*

## Professions Development Act: the 1st year

*Roy Edelfelt, executive secretary of NEA's National Commission on Teacher Education and Professional Standards, said recently: "One of the most promising pieces of legislation to pass through Congress is the Education Professions Development Act of 1967. This is the act created for people; it gives life to all previous legislation for educational programs because it provides channels and funds to train and experiment with diversified personnel in schools. Training teachers and nonprofessional personnel for new roles in education could vitalize school programs to more adequately educate today's children and youth."*

*Following is a description of the first annual report on EPDA:*

Written into the Education Professions Development Act is a request that the Commissioner of Education submit an annual report on the state of the education professions with his views on trends and developments in education, and his assessment of the trained manpower the profession is likely to need through the ensuing years. "The People Who Serve Education," (30¢ from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402) responds to this request in the form of an overview to the full report to be published shortly.

The overview covers a broad range of educational issues, including staffing the schools and colleges, early childhood education, teaching the disadvantaged and the handicapped, vocational education, differentiated staffing, and the school-university partnership.

Initial assessment of immediate educational manpower needs, and the estimated needs for the next six years indicate that a shortage of educational personnel does exist in the professional and subprofessional levels and at the preschool and postgraduate levels, the overview says. It goes beyond existing vacancies, however, and looks into the future by encouraging programs that will attract qualified persons who can influence the system, such as supervisors and teacher trainers, and support programs that contain self-evaluation measures and self-renewing stimuli.

Some unique aspects are contained in the EPDA guidelines, which provide for flexibility and ingenuity, and encourage collaboration in both planning and implementing programs with all agencies concerned. Innovative programs can be funded on a small scale to include the planning, the pilot stage, and the operative stage. A method of dissemination to other agencies and institutions must be provided for in the proposal.

Programs which appear to be way-out and likely to be high-risk experimentations, but which have strong indications of promise, will also qualify for funds. Program proposals should bear directly to the high-priority national needs listed in the overview in order to assure the greatest impact in the use of federal and other funds.

The Bureau of Educational Personnel Development was established in February 1968 as authorized in the act. The bureau was organized recently to establish high-priority offices to handle parallel priority areas. For example, new offices have been established to handle such high-priority national areas as Training Teacher Trainers and the Career Opportunities Program.

EPDA has authorized the bureau to assess the manpower needs for educational personnel, both present and long-range; attract qualified persons into the profession by providing a broad range of training and career opportunities; attract creative and talented people otherwise engaged, but with a commitment to social programs, to undertake special assignments; and provide opportunities for training and retraining programs which are more responsive to the needs of the trainees, the schools, and the colleges.

The bureau administers parts A through D of the act. Part E provides for training programs for higher education and is the only section administered by the Bureau of Higher Education. In the fall of 1968, Congress amended the act to include part F, which provides for training vocational education personnel.

## *Nationwide campaign continuing to build up NEA DuShane Fund*

The nationwide campaign to build up the NEA DuShane Emergency Fund by $5 million —$5 per member—is continuing this month.

Mary Ann Scott, DuShane Fund director, has pointed out that it is "mandatory that the united teaching profession build up an adequate financial reserve through national, state, and local funds to meet the needs of teachers in individual and group crisis situations. These funds are vitally needed," she said, "in order to accomplish the kind of constructive change that is required in today's education to protect teachers' rights."

Members who wish to contribute may contact their local or state associations or they may send contributions directly to NEA Center. Direct contributions should be sent to the attention of the NEA Accounts Division, with checks made out to "National Education Association."


**nea reporter**

Published monthly except August (two issues in September, October, and November) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C. 20036.

Telephone Area Code 202, 223-9400

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Sam M. Lambert Executive Secretary
John D. Sullivan .....Publisher

EDPRESS

**NEA REPORTER** is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.

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**Address REPORTER correspondence to:**
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## *Record gains in New Jersey*

# New law shifts negotiation into high gear

Under the terms of New Jersey's new public employee relations act, teacher-board negotiations moved into high gear this year. Enacted last September, the new law mandates good faith negotiations, provides for mediation in cases of impasse, and allows for fact finding when mediation fails.

The law was conceived and supported by the New Jersey Education Association. When the governor gave the bill a conditional veto, urging a penalty for striking, among other changes, NJEA campaigned to get the legislature to override the veto, and won.

### Negotiated gains break all state records, set national salary first

There is ample evidence that NEA-NJEA affiliates throughout New Jersey have implemented the law effectively and with notable success.

The great majority of the associations in the state's 575 school districts reached agreement on "the terms and conditions of employment" through good faith negotiations with minimum friction. A number have already completed comprehensive agreements incorporating major advances.

Comprehensive agreements cover, in addition to new salary schedules and other economic benefits, such areas as the school calendar, class size, extracurricular activities, instructional materials, procedures for assuring teachers a voice in the improvement of instruction and the curriculum, and grievance procedures culminating in binding arbitration.

Salary gains won at negotiation tables broke all records. Average statewide increases negotiated to date exceed $1,000, including increments. This kind of salary hike represents a first in New Jersey history, several hundred dollars above gains achieved in any previous year.

The salary schedules for 1969-70 and 1970-71 negotiated by the Englewood Teachers Association represents not only a first for New Jersey, but also for the nation since it includes a B.A. base of $8,000 as of this September, and the base climbs to $8,300 the following fall. The rest of the schedule is also outstanding: The B.A. maximums will be $11,300, then $13,000; the M.A. lane of $9,000 to $12,250 in 1969-70 climbs to $9,300 to $14,000 in 1970-71; similarly, it will be $10,000 to $13,200 and then $10,300 to $15,000 for the M.A. plus 30; and for the doctorate, it will be $11,000 to $14,000 and then $11,300 to $16,000.

### Impasses arose in 72 districts; associations led 6 teacher walkouts

Through February, board-association impasses arose in 72 New Jersey districts. State-sponsored mediation was utilized, as provided by law, and proved successful in 62 of those districts.

In the remaining 10, however, mediation failed and the disputes were turned over to fact finders, one way or another.

In a number of districts, teachers conducted preventive demonstrations, after school and during the evening, to convince school boards of their unity and determination and the urgency of negotiating in good faith to preclude open confrontations. In at least two districts, teachers walked out in order to get their boards to accept mediation and fact finding as provided by law.

In Wallington, after five months of stalemate while the board refused to move from its original offer, teachers finally declared a one-day walkout and secured action. Mediation was tried; it failed. This was followed by fact finding, and the fact finder's report is now awaited.

In Jersey City, it took a week-long strike to get the board to agree to mediation. When the board stood pat on its "final" offer and announced that it would not welcome or cooperate with or heed the recommendations of a mediator, the Jersey City Education Association led its walkout. During the strike, the board changed its mind and Theodore Kheel, the well-known labor lawyer, was called in. He brought both sides to an agreement and the impasse was resolved.

### Reasons for strikes

Three strikes arose because the school boards rejected fact finders' reports. In Garfield, after a five-day strike, a new try at mediation ended the walkout; the final settlement, however, is still pending. In Ramapo-Indian Hills Regional H. S., the strike ended when the board reversed itself and accepted the fact finders' recommendations. In Trenton, the strike ended when the board increased its offer, the new offer was found acceptable, and the impasse was resolved.

In Cape May County's Middle Township, however, a planned one-day strike impelled a three-day lockout. When teachers let it be known they were coming down with a mass case of the "blue flu" during bogged-down negotiations, the board rushed to close the schools for three days. After the lockout, negotiations were resumed; but the final settlement remains to be ironed out.

Meanwhile, fact finding was completely successful in Sayreville, Rahway, Roselle, and West Mitford, where both sides accepted the fact finders' recommendations and impasses were satisfactorily resolved without further difficulty. In Fairview, the fact finder's report is not in as yet; and in West Paterson, though fact finding failed to resolve the impasse so far, the fact finder has been asked to provide further mediation and is now in the process of providing this service.

**Fair Lawn teachers show their unity**

After-dark demonstrations by the Fair Lawn Education Association helped convince the school board of teacher unity during negotiations that ended with mutual agreement.

**Cherry Hill teachers rally for action**

As negotiations sputtered, teachers geared for action in Cherry Hill. Mediation under New Jersey's new public employment relations act finally brought agreement. A delegation from the nearby Gloucester Township Education Association attended this rally.

## *After NEA Convention*

# '69 classroom teachers conference set

Two workshops will highlight the Classroom Teachers National Conference of the Association of Classroom Teachers, NEA, to be held at West Chester State College, West Chester, Pennsylvania, July 6-18, immediately after the NEA Convention in Philadelphia.

The first week's program, "Schools for the 70's and Beyond," will give participants an opportunity to look at recent developments in technology and at approaches to individualizing instruction. A major objective of this workshop will be to identify ways to mobilize professional associations—local, state, and national—in the improvement of instruction, with special emphasis on negotiation as it relates to curriculum.

This portion of the 12-day conference is being planned by ACT in cooperation with the NEA Center for the Study of Instruction; the NEA Division of Educational Technology; Research for Better Schools, Inc., of Philadelphia; and West Chester State College.

The second week of the conference will feature a leadership training laboratory, presented in collaboration with the NTL Institute for Applied Behavorial Science. Designed to emphasize the role of the individual teacher as a motivator and change agent, this second workshop will include two seminars: "Techniques for Organizational Growth and Development of Professional Associations through Effective Problem Solving" and "Techniques for Solving Problems in the Classroom."

The leadership training laboratory is an extension of a program launched at ACT's 1967 national conference and continued at the 1968 conference. First-time participants will be introduced to fundamentals of group processes, while alumni of the prior conferences will have an opportunity to build on the knowledge and skills acquired earlier.

Total cost of the conference, $125, covers program, housing, and meals. A $25 pre-registration fee may be paid in advance to ACT. Two semester hours of graduate or undergraduate credit may be obtained for attendance and payment of an additional $50 fee.

Additional information may be obtained by writing to ACT at NEA Center.

# Principals examine 'environment of change'

"Secondary Education in an Environment of Change" was the properly descriptive theme of the 53rd annual convention of the National Association of Secondary School Principals, held early this month in San Francisco. The changes in the environment include such elements as "failure of the schools," "black demands," "student power," "teacher power," and "professional negotiation," the 10,000-plus principals found out.

NASSP's new executive secretary, Owen B. Kiernan, told the principals that "current educational efforts are pitifully inadequate." He warned them that if schools are to be both "stabilizers and perpetuators of society" and also "constructive agents for change," then administrators must "continually evaluate and reassess all programs."

Dr. Kiernan, former Massachusetts Commissioner of Education, became NASSP's chief executive officer in January.

U.S. Sen. Edward W. Brooke (R-Mass.), in his address to the principals, called for federal aid to help school districts pay the costs of bussing ghetto students. The long-term solution to the problems in central-city schools, he said, is "an end to discrimination in the sale or rental of housing." But, he added, bussing can provide an immediate improvement in the ghetto education.

"I believe," he said, "that the initial experience with [bussing] justifies further trial. Most authorities who have examined these programs appear to share the view that they do no harm to children from social backgrounds which are supportive of educational attainment, and they do substantial good for children from more deprived backgrounds."

Another Negro speaker, Price Cobbs, coauthor of *Black Rage* and a teaching psychiatrist at the University of California Medical Center in San Francisco, told the principals that "education has been a fickle mistress to black Americans. It has promised so much and delivered so little.

"For generations, the black man was told, 'Get an education and be a full American,' but he realizes now that getting an education does not make him a full American in the eyes of most whites." Schools, he said, have been used in the past as a tranquilizer in race relations. "But the black man finally is saying, 'I ain't gonna be lied to any more.'"

Another speaker, William B. Boyd, president of Central Michigan University, dealt with student power and the restless minority of student radicals. He urged that high schools develop techniques for involving students in decision making. The gain to students in learning from such involvement "would be worth some deterioration in the quality of our decisions," he said.

"We must rely less on authority and more on leadership if we are to be effective in reshaping American education to meet the needs of the new youth," he concluded. "If student radicals believe that coercion is necessary to produce a change, we must have the courage to oppose them in those tactics and with wisdom to offer effective alternatives."

Teacher power, another speaker said, is an antidote to "the sick society, the sick state, the sick family, sick students—indeed for an entire civilization that is ailing." Mark J. Hurley, Roman Catholic Auxiliary Bishop of San Francisco, told the principals that, as a consequence of failures in the past to grant teachers the status they deserved, "the teacher seeks collective security in a new power structure: teacher power after the manner and style of labor unions."

Principals need power, too, Benjamin Epstein, Newark, New Jersey, assistant superintendent of schools, told the convention. He supported the idea of professional negotiation for teachers, but added that principals and other administrators should form a bargaining unit of their own, separate from teachers.

Lorraine Addelston, principal of Eleanor Roosevelt Junior High School in New York City, said that teacher negotiations have "resulted in an erosion of the principal's authority without any corresponding decrease in responsibility."

S. I. Hayakawa: ". . . troubled times"

**The acting president of San Francisco State College, S. I. Hayakawa, told secondary principals on March 5 that he was determined to keep his school open for the majority of students, "no matter how long I have to fight." Dr. Hayakawa, who has become a symbol of resistance to student protest, said "we live in troubled times . . . faculty members should stick together to keep colleges open." Seated behind Dr. Hayakawa is 1968-69 NASSP President Delmas F. Miller.**

## *Astronaut wins Golden Key*

Astronaut Walter M. Schirra, Jr., commander of the 11-day flight of Apollo 7, and Mrs. Arthur L. Crowley, his second grade teacher in Oradell, New Jersey, have been named winners of the 1969 Golden Key awards.

Mr. Schirra and Mrs. Crowley were honored Saturday, February 15, during the annual meeting of the American Association of School Administrators in Atlantic City. They received tribute keys of gold, and Mrs. Crowley also received a check for $1,000.

The award, sponsored by six national associations, dramatizes the importance of good teachers in the development of the nation's most outstanding citizens.

## *Retirement benefits sought for mobile teachers*

NEA and the National Council on Teacher Retirement are now working for federal and state laws that would enable teachers who have taught in two or more states to retire at the end of their careers with benefits substantially the same as they would have received if they had taught in a single state for their entire careers.

Such legislation was recommended to both NEA and the National Council on Teacher Retirement by a task force named jointly by the two organizations in June 1968. The NEA Executive Committee approved the recommendations last month; NCTR's executive committee had already approved the recommendations.

The task force said that federal funds must be involved in any successful plan to provide adequate retirement benefits for mobile teachers. The task force added that federal and state legislation should include the following points:

- That each state which takes part in the federal-state program include in its state teacher retirement system a provision for full vesting of retirement rights after no more than five years of service
- That each participating state accept up to 10 years of out-of-state service, not vested elsewhere, with the employee's share of the cost borne by the employee and the employer's share divided between the state and federal governments
- That federal funds supplement deferred benefits paid to mobile teachers by state retirement systems so as to raise them to a level substantially equivalent to benefits provided nonmobile teachers with comparable service.

The task force further recommended that NEA and its affiliates work to bring about enactment of the basic federal legislation and to obtain state legislation needed to modify existing retirement laws to allow participation in such a federal-state sharing plan.

## *Two House committees hold education hearings*

The House Education and Labor Committee, chaired by Rep. Carl Perkins (D-Ky.), is in the midst of lengthy hearings on H.R. 514, a bill to extend the Elementary and Secondary Education Act for five years. NEA's support of the bill was offered by Frances M. Carnochan, chairman of the Legislative Commission, in February 6 testimony before the full committee.

The General Education Subcommittee, chaired by Rep. Roman Pucinski (D-Ill.), is hearing witnesses on H.R. 517, a bill to provide federal funds for school construction under a formula similar to that of Title I of ESEA—to cost $3.2 billion annually.

NEA supports the principle of federal aid for construction, but the outlook for passage in the 91st Congress is doubtful.

This session, the Special Subcommittee on Education is again chaired by Edith Green (D-Oreg.). New chairman of the Select Subcommittee on Education is John Brademas (D-Ind.).

## Insurance misunderstanding

"Many members have the misunderstanding that the Accidental Death and Dismemberment Insurance program offered by NEA is beneficial only to those who travel," reports Arnold W. Wolpert, director of the NEA Special Services Division. "The fact is that this plan offers them insurance protection whether they travel round the world or stay in their own backyard," Dr. Wolpert explained.

The coupon at right is designed to bring members prompt, detailed information about the insurance program.

**REQUEST FOR INFORMATION**

**To: Teachers Services Corporation**
**1156 Fifteenth Street, N.W.**
**Washington, D.C. 20005**

Please send me full information on NEA Accidental Death and Dismemberment Insurance.

Name _____

Address _____

City _____ State _____ Zip _____

## *Student NEA publication offers free copies to those interested*

Teachers and others interested in what students in education are saying today are invited by the Student NEA to send for a free sample copy of its publication, *Student Impact*. Five issues have been printed; a sample copy may be ordered with the coupon below.

The coupon is also designed to process promptly subscriptions to *Student Impact*.

Order Form—Student Impact

**TO: Student Impact, NEA**
**1201 16th Street, N.W.**
**Washington, D.C. 20036**

**Use pencil or ball-point pen**

Please send me the single sample copy checked:

- ☐ Introductory issue, part I, April 1968
- ☐ Introductory issue, part II, May 1968
- ☐ No. 1, "The Education Student Takes a Stand: The Ought-Must Syndrome"
- ☐ No. 2, "The Education Student Takes a Stand in Politics: Evolution or Revolution"
- ☐ No. 3, "The Education Student Takes a Stand in His Community Setting"

I want to subscribe to Student Impact

- ☐ Enclosed is $5 for six issues (subscription by volume only; back issues will be sent when your subscription is received); checks should be made out to "National Education Association."

Name _____

Street _____

City _____

State _____ Zip Code _____

**cut here and mail to above address**

# current

**What's going on in TV, radio, press, and national magazines**

### Television

*(All times are Eastern)*

**Science Spectrum**—*Wednesday, April 2, NET-TV.* "Suicide Prevention Clinic: A Call for Help." *April 9:* "An Ounce of Prevention" deals with preventive dentistry in schools. *April 16:* Part I of program on "Science and Politics." *April 23:* Part II of "Science and Politics." *April 30:* "Exporing the Universe: Radio and Light."

**Discovery**—*Sunday, April 6, ABC-TV, 11:30 a.m.* "The Declaration of Independence." *April 13:* "The Constitution." *April 20:* "Spanish California." *April 27:* "San Francisco: Harbor of Harbors, Bay of Bays."

**Children's Film Festival**—*Sunday, April 6, CBS-TV, 1 p.m.* "Hand in Hand," tells of friendship between a Jewish girl and a Catholic boy.

**The 21st Century**—*Sunday, April 6, CBS-TV, 6 p.m.* "Circle of Love." *April 13:* "Eye in the Sky." *April 20:* "Aviation." *April 27:* "Surface Transportation."

**NBC Special Projects**—*Sunday, April 6, NBC-TV, 10 p.m.* "The Ship That Wouldn't Die—The USS Franklin."

**NBC Experiment in Television**—*Friday, April 11, NBC-TV, 10 p.m.* "Fellini: A Director's Notebook."

**National Geographic Society**—*Tuesday, April 15, CBS-TV, 7:30 p.m.* "Polynesian Adventure."

**Spoon River**—*Monday, April 21, CBS-TV, 10 p.m.* The dramatized version of the Edgar Lee Masters classic, "Spoon River Anthology."

**NBC White Paper**—*Tuesday, April 22, NBC-TV, 7:30 p.m.* "The Ordeal of the American City."

**CBS News Special**—*Wednesday, April 23, CBS-TV, 10 p.m.* "The Japanese." Former U.S. Ambassador to Japan Edwin Reischauer takes viewers on a tour of Japan.

**NBC Project 20**—*Thursday, April 24, 7:30 p.m.* "Meet George Washington."

### Magazines

*(April issues)*

**Atlantic**—"The Case for Black Studies," by De Vere E. Tentony, professor at San Francisco State College.

**Glamour** (College Section)—"Black Studies Program on Campus: Pros and Cons."

**Good Housekeeping** — Consumer panel was asked to vote on the right of teachers to strike.

**Parents**—"What Every Pre-Schooler Needs," by Edith G. Neisser and Faye Bauling. "Rebel on Campus," by Geoffrey Wilson, father of a Columbia University student. "The Art of Listening to Children," by Yvonne Postelle. Editorial on "Sex Education," by Allan Guttmacher.

**Redbook**—"Why Students Are Angry—Part I," by Margaret Mead. "Unwed Couples—Students," a study by Donald Block. "How To Make Music a Part of Your Child's World," by Mary Scott Welch.

**Saturday Review**—Education Supplement, April 19 issue.

**Seventeen** — "College Work-Study Programs," by David Klein. "How Can I Tell If I'm Normal?" by Richmond Holder, Boston psychiatrist.

Showing how to communicate with young children

The technique of effective communication with primary and intermediate level children was demonstrated at the Southeast Regional Workshop recently in Washington, D.C. Held at the Anacostia Neighborhood Museum, the workshop was sponsored by the NEA Department of Elementary-Kindergarten-Nursery Education in cooperation with the D.C. EKNE Study/Action group and the museum. Bill Martin, Jr. (above), head of special elementary projects for Holt, Rinehart and Winston, demonstrates an approach to language development with children.

Museum fascinates the young

Purpose of EKNE's Southeast Regional Workshop was to examine one of the significant issues in the education of children today: the role of the home, the school, and community agencies in developing the language of children. After the demonstrations, the children were treated to a variety of items in the museum's authentic country store.

## 1969 AASA convention

# Administrators remain within NEA family

America's school administrators gathered in Atlantic City, New Jersey, last month for their annual convention. As in other recent years, the 30,000 persons found themselves in the midst of educational topics ranging from sex education to aerospace programs. They found themselves debating the continuing problems of financing the schools and fulfilling the needs of today's students.

And they clarified their position on the relationship between the American Association of School Administrators and NEA. In a resolution unanimously endorsed at a business session, they urged that AASA become an associated organization of NEA.

This move, if backed by an AASA membership vote ending April 1, means that AASA's relationship with NEA will be little changed in the near future.

### "Common problems"

In the words of AASA's president-elect, Arnold W. Salisbury, the decision provides an arrangement under which "our affiliation would be on those matters of mutual concern which could make it advantageous to work together." Dr. Salisbury, who is chairman of the Department of Educational Administration at Western Illinois University, also said that "the entire educational profession is faced with common problems which can only be resolved by working together toward similar objectives."

NEA Executive Secretary Sam M. Lambert told the convention that NEA was committed to an organization "embracing all segments of the profession, and this includes AASA." He reported that the NEA Board of Directors had specifically reiterated this position just a week prior to the AASA convention.

AASA members at a business session also endorsed a resolution on teacher strikes and sanctions, urging "state legislatures to establish procedures for the prevention and resolution of impasse, thus minimizing the possibility of work stoppage." The resolution expresses abhorence in principle and condemnation in practice of all such stoppages.

The financial problems of the nation's schools were the topic of several convention speakers, including James E. Allen, Jr., who has been named by President Nixon as U.S. Commissioner of Education. Dr. Allen told the administrators they could count on the new administration to give education top priority.

Alan Cranston, U.S. Senator from California, told the convention that "if America can afford anything, it can afford education." He called for reduction of local financial support of schools, increased federal aid, and placing far heavier financial responsibility for the schools on the states.

Parts of the curriculum of today's schools took a licking at one AASA session. Fred T. Wilhelms, executive secretary, Association for Supervision and Curriculum Development, named three areas that are lagging behind in the curriculum revolution: vocational education, which he said is merely adding more courses in irrelevant skills; social studies, which he said has been "inert for generations"; and art and literature, which he said the schools are failing to use to the best advantage.

At the convention, AASA presented awards for distinguished service in school administration to four retired superintendents. They were J. Hartley Blackburn, of Manatee County, Florida; J. C. Rice, of Elkart, Indiana; Warren Travis White, of Dallas; and Charles F. Carroll, of Raleigh, North Carolina.

The convention was the 101st for AASA, which started in 1865 as the National Association of School Superintendents.

Green Bay, Wisconsin, teachers give to NEA fund

Members of the Green Bay (Wisconsin) Education Association recently contributed $1,000 to the NEA DuShane Emergency Fund. Above, Francis Ott (center), president-elect of GBEA, presents a check for that amount to David Shultz, of Racine, NEA director for Wisconsin. Watching the presentation is Jerome Strupp, president of the Wisconsin Education Association. Wisconsin teachers have given more than $21,000 to the fund.

# Washington-UN Seminar scheduled this summer

Again this summer the National Council for the Social Studies and the NEA Division of Educational Travel are co-sponsoring the Washington-United Nations Seminar.

In this program of four weeks in the Nation's Capital and one week at the United Nations, the halls of government become the classroom as senators, congressmen, justices, department chiefs, agency heads, and other top officials meet with the NEA group. In contrast to the usual briefings arranged for other visitors, the educators are given talks of substance, with ample time for questions and discussion.

The seminar offers academic credit, through Mankato State College, with a professor provided to supervise the academic work. Henry Ware of the NEA staff coordinates, accompanies the group, and directs the entire program.

Teachers taking part in the seminar come together from across the nation, from urban and rural areas, representing a wide range of socioeconomic backgrounds. Through their everyday sharing of experiences with each other, comparing notes and getting to know one another, the educators make many lasting friendships on the basis of mutual interests.

Enriching cultural experiences are also an important part of the seminar, with visits to the Smithsonian Institution, the National Gallery of Arts, and optional trips to Williamsburg, Virginia, and other historic spots. Social and recreational events include a picnic, sightseeing of Washington and New York, a boat cruise, embassy visits, several dinners, a VIP lunch at the UN, and a TV show.

Living accommodations will be provided in Washington at the Dupont Plaza Hotel and in New York City at the Waldorf Astoria.

A brochure giving detailed information about the 1969 WUN Seminar is available from the coordinator, Dr. Henry Ware, NEA Division of Educational Travel, at NEA Center.

The Supreme Court of the United States (above) is one of the dozens of important spots on the "campus" for the 1969 Washington-United Nations Seminar.

# Chairman named for School Board Awards

Austin J. McCaffrey, executive director of the American Educational Publishers Institute in New York City and internationally known educator, has been named chairman of the panel of judges for the 1969 School Board Awards sponsored by the Association of Classroom Teachers, NEA, and the Thom McAn Shoe Co.

The awards program, an annual event since 1965, has provided a means for professional educators to reward school boards for outstanding achievements. Not only do these awards focus public attention on outstanding local boards, but they build public confidence and foster mutual respect between boards and educators, the sponsors point out.

The awards, which will be made at NEA Center in May, include three for national winners, each of whom will receive a large trophy and $2,500. These are made to one board in a school system with an enrollment of under 6,000, to one with an enrollment between 6,000 and 75,000, and to one with an enrollment of over 75,000.

In addition, there are 10 regional awards, each of which includes a trophy and $500. Six more boards will be recognized with trophies for distinctive merit, and 24 will receive certificates of merit.

# NEA and state association actions regarding unsatisfactory conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

| Association | District or System |
|---|---|
| • Alaska Education Association | Fairbanks Public Schools |
| • California Teachers Association | Lawndale Elementary School District |
| • California Teachers Association | Richmond Unified School District |
| • California Teachers Association | Ukiah Unified School District |
| • Colorado Education Association | Colorado Public Schools |
| • Idaho Education Association | Idaho Public Schools |
| • Illinois Education Association | Edwardsville Community Unit No. 7 |
| • Illinois Education Association | Rock Falls High School Dist. No. 301 |
| • New Jersey Education Association | State Board of Higher Education |
| • Oklahoma Education Association | Oklahoma Public Schools |
| • Pennsylvania State Education Assn. | Erie Public Schools |
| • Texas State Teachers Association | South San Antonio Independent School District |
| • West Virginia Education Association | Monroe County Public Schools |

On March 7, the Washington Education Association lifted sanctions from Port Angeles School District No. 21 at the request of the Port Angeles Education Association. The action followed passage of a special school levy providing salary improvements and new programs for the coming year.

# NEA aids TV plans on world development

NEA is cooperating with the National Council of Churches and more than a score of other national organizations in the preparation of a four-part series of television programs on world development.

Sponsored by the National Council, the series will point out the deprivations, hungers, and pressures of poverty that can be countered if mankind applies itself to the problem, according to Clayton A. Seeber, official NEA representative to the group preparing the television series.

"Education has a highly responsible role in the development of the world, and its influence permeates the entire process," said Mr. Seeber, legislative consultant in the NEA Office of Legislation and Federal Relations. "Presently," he said, "educators have an opportunity to see that education assumes its responsibility as activities in this area are in the planning stage. I urge all professional educators to view this series, consider the challenges, and recommend to their congressmen and senators whatever legislative measures they feel appropriate for the United States to take in this field."

The four half-hour programs will be shown on the weekly *Frontiers of Faith* series, starting Sunday, April 6, on NBC-TV (1:30 p.m. Eastern time).

# King volume offered by NEA Center for Human Relations

NEA's Center for Human Relations—as part of its program to honor Martin Luther King, Jr., on the April 4 anniversary of his death—is making available copies of a memorial volume. The poster at right is among the materials the Center is using to promote the volume. Funds donated for the volume will be used in support of NEA's effort to establish a chair of nonviolence through the Martin Luther King, Jr., Memorial Foundation. The coupon below is designed to expedite orders for the memorial volume.

cut here and mail

**TO: NEA Center for Human Relations**

**1201 Sixteenth Street, N.W.**

**Washington, D.C. 20036**

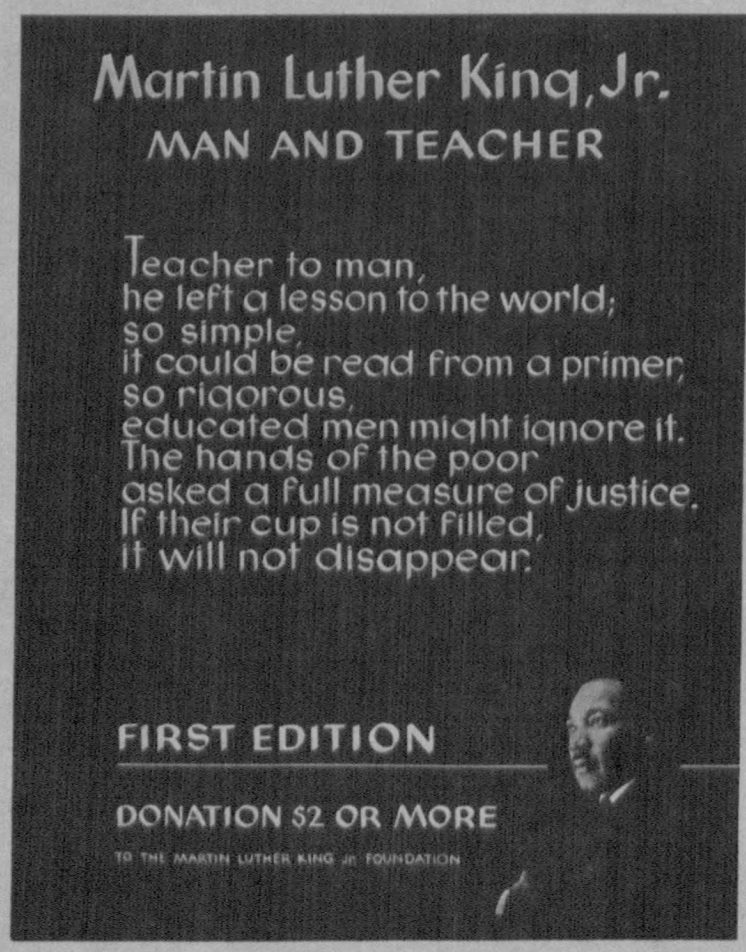
Enclosed is my donation (in check made out to The NEA Council on Human Relations) for $_____. Please send me _____ copies of the NEA memorial volume, "Martin Luther King, Jr., Man and Teacher." I have included in my check 15 cents per volume to cover postage and handling.

Name _____

Street _____

City _____

State _____ Zip Code _____


Martin Luther King, Jr.
MAN AND TEACHER
Teacher to man,
he left a lesson to the world;
so simple,
it could be read from a primer;
so rigorous,
educated men might ignore it.
The hands of the poor
asked a full measure of justice.
If their cup is not filled,
it will not disappear.
FIRST EDITION
DONATION $2 OR MORE
TO THE MARTIN LUTHER KING Jr. FOUNDATION

# names in the news

**Lois Edinger,** Greensboro, N.C., recently replaced **Clarice Kline,** Waukesha, Wis., as chairman of the NEA Board of Trustees, and in this position Miss Edinger becomes a member of the NEA Executive Committee.

**J. Frank Malone,** director of secondary education and personnel, Putnam City Schools, Oklahoma City, is president-elect of the National Association of Secondary School Principals. He will become president in 1970, succeeding this year's president, **Curtis Johnson,** principal, Alexander Ramsey High School, Roseville, Minn.

**Harold H. Eibling,** Columbus, Ohio, superintendent of schools, is the new president-elect of the American Association of School Administrators. He will move up to the presidency in March 1970. Dr. Eibling will succeed **Arnold W. Salisbury,** chairman, Department of Educational Administration at Western Illinois University, Macomb, who took over as president this month.

# NEA*SEARCH matching more jobs than ever

"We've learned something about the peripatetic educator. He knows precisely the type of school system and what part of the country he'd like to work in, and how and what he wants to teach." And he's the person NEA*SEARCH was set up to serve, according to Osborne A. Payne, director of the NEA's computer-based job-locator service.

Mr. Payne believes that the service, now beginning its third year of operation with four times the volume of the initial year's work, has also helped many educators to motivate themselves to seek further professional improvement. This is reflected, he says, by the continually growing NEA*SEARCH file of educators who have reached their optimum self-motivation quotient (SMQ) level in their present job and have decided to seek a change.

Mr. Payne also believes that there are many more educators who want to make a change but have some reservations about leaving their present job or about the possibility of finding an ideal or near ideal position.

Some educators reach their optimum SMQ level very early in their careers—the moment they realize they are not reaching their full potential. Others tolerate their situations for varying periods of time and for varying reasons but eventually make the move to change, Mr. Payne says. Still others never reach the point of self-motivation regardless of the circumstances in which they find themselves.

NEA*SEARCH is designed to match the teachers with the kinds of jobs they want where they want them, thus supplying employers with contented, productive faculties. NEA*SEARCH is preparing an SMQ score card (see below) which will be designed to place in perspective the educator's true potential and desires as they relate to his present position.

NEA*SEARCH would like to hear from educators about the type of questions that might be feasible for such a study. The questions in the score card below are merely examples and will not necessarily appear in the study. The score should give the educator some insight into the priority he places on the importance of a suitable teaching position in his overall role as an educator.

**Reports of employer-candidate contacts and interviews are already beginning to reach NEA*SEARCH as a result of its first two matching processes this year. Employer requests are continuing to exceed candidates, as in the past.**

**The forms on this page and the next may be used to enroll in NEA* SEARCH. The forms may be duplicated as needed.**

cut here and mail

### What is your SMQ?

| | T | ? | F |
|---|---|---|---|
| 1. I recognize my capabilities and can reach my highest potential in my present job. | ☐ | ☐ | ☐ |
| 2. My present position reflects my background and training very well. | ☐ | ☐ | ☐ |
| 3. My present salary is commensurate with my responsibilities. | ☐ | ☐ | ☐ |
| 4. . . . (add up to 10 of your suggestions). | ☐ | ☐ | ☐ |

Add your name and address, including Zip Code, and mail to:

**NEA*SEARCH, 1201 Sixteenth St., N.W., Washington, D.C. 20036**

## List B / U.S. and Foreign Regions

For use with Item (24). You may select 1 from this list.

**U.S. Regions**

A East Coast—ME, VT, NH, MA, CT, RI, NY, PA, NJ, MD, DE, WV, VA, DC, NC, SC, GA, FL

B North Central—ND, SD, MN, NB, IA, KS, MO, WI, MI, IL IN, OH

C South Central—OK, AR, TX, LA, KY, TN, MS, AL

D Pacific—WA, OR, CA, AK, HI
E South Mountain—NV, UT, CO, AZ, NM
F North Mountain—MT, ID, WY
P Anywhere in Continental U.S.

**Foreign Regions**

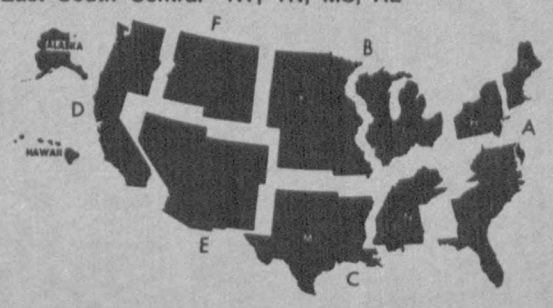
Q U.S. possessions not included in STATE LIST
R Canada
S Other foreign

**General**

T Any or all above categories

**U.S. Subregions**

G New England—ME, VT, NH, MA, CT, RI
H Middle Atlantic—NY, NJ, PA
J South Atlantic—MD, DE, WV, VA, DC, NC, SC, GA, FL
K West North Central—ND, SD, MN, NB, IA, KS, MO
L East North Central—WI, MI, IL, IN, OH
M West South Central—OK, AR, TX, LA
N East South Central—KY, TN, MS, AL




**NOTE: IT IS NECESSARY TO REFER TO LISTS A, B, AND C TO COMPLETE THE FORM BELOW. LIST B IS ON THIS PAGE; LISTS A AND C ARE ON THE FOLLOWING PAGE.**

Cut here and mail—complete both sides of form

# NEA*SEARCH

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You may reproduce this form or get more copies from NEA*SEARCH (address at left).

**GENERAL INSTRUCTIONS:** The computer will work for you only if you give it information it can work with: write only one letter or number in each box. In Items 1, 2, 3, and 15, leave a blank space between elements to indicate where one word ends and another begins. Use abbreviations as necessary. For all items which ask for a STATE, refer to the 2-letter codes in LIST C.

## Form T/Candidate's Questionnaire Elementary & Secondary

**1** *Name* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
Last name, COMMA, first name, space, middle name (or initial)

**2** *Number and Street* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
Leave space between elements—abbreviate as necessary

**3** *City* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐ *State* ☐☐ (See LIST C. Write the 2-letter Code) *ZIP* ☐☐☐☐☐
*If outside of U.S., write it here*
☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

For identification only: use this number when you write to NEA*SEARCH

**4** *Telephone Number* ☐☐☐ ☐☐☐ ☐☐☐☐ (Area Code)

**5** *Social Security Number* ☐☐☐ ☐☐ ☐☐☐☐

**6** *Year of Birth* 1 9 ☐☐

**7** *Title & Sex* ☐ (1 Miss, 2 Mrs., 3 Dr.(Female), 4 Mr., 5 Dr.(Male))

**8** Marital Status ☐ (1 Single, 2 Married, 3 Widowed, 4 Divorced, 5 Separated)

**9** *Number of Dependents (exclude yourself)* ☐

**10** *Draft Status* ☐ (0 Not applicable or veteran or not eligible, 1 Deferred, 2 Eligible)

**11** *Availability status: How long you will be available* (final date)? Mo. ☐☐ Yr. ☐☐

**12** *If under contract, when are you required to sign next year's contract?* Mo. ☐☐ Day ☐☐ Yr. ☐☐
*If currently not employed, how soon will you be available?* Mo. ☐☐ Yr. ☐☐

**13** *Highest Education Level Attained Or Degree Expected by August of Current Year* ☐ (1 High school or equivalent, 2 Two years of college, 3 Bachelor's degree, 4 Bachelor's degree + 18 hours, 5 Bachelor's degree + 30 hours, 6 Master's degree, 7 Master's + 30 (or Prof. Diploma), 8 Doctorate) See Note 1, p. 12
*If you have taken the National Teacher Examinations (NTE) Put a "1" here* ☐
(These examinations are not recognized by the profession as a necessary condition for employment. However, a few school systems do require them.)

**14** *Give the year you received the degree checked in Item 13* 1 9 ☐☐ *If this degree is to be awarded by August of this year, write "1" here* ☐

**15** *College or university* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
*abbreviate if necessary*

**16** *Teaching Certificates You Hold (you may indicate two)*
(0 None, 1 Substandard or emergency, 2 Elementary, 3 Secondary, 4 Junior college, 5 Vocational, 6 Standard or regular or combined elem.-sec., 7 Admin. and/or Supv.) See Note 1, p. 12
*Type* ☐ *Issued by the State of* ☐☐ *in the year* 1 9 ☐☐ *If pending, put a "1" here* ☐
*Type* ☐ *Issued by the State of* ☐☐ *in the year* 1 9 ☐☐ *If pending, put a "1" here* ☐

**Refer to LIST A for Items (17) (18) (19)**

**17** *Education and Preparation. On the basis of your education, select from LIST A*
*A. Your Major Subject (or number 1 teaching specialty)* ☐☐☐ *B. If you have had (or will have had) practice teaching, put a "1" here* ☐
*Your Minor Subject (or number 2 teaching specialty)* ☐☐☐

*If you have experience in any of the following, indicate here* (You may indicate two) ☐ ☐
1. VISTA 2. Peace Corps 3. Teacher Corps 4. Teaching Migrants 5. Dependent Schools (Military) 6. Other Foreign 7. Admin.-Mil. 8. Admin.-Other 9. Community Youth Program and/or Summer Camp

**18** *What subject (position) have you taught (filled)?* (select from LIST A) *Most recently* ☐☐☐ *Earlier* ☐☐☐
*Total Number Years of Teaching Experience Including Current Assignment (Exclude practice teaching.)* ☐☐
*Total Number Years in other areas of the profession* ☐☐

(DO NOT DETACH) (DO NOT DETACH)

I have a friend who might be interested in NEA*SEARCH. Please forward details to: T

Name _____ Major (if known) _____

Address _____

3/21

**Mail form with registration fee, payable to NEA*SEARCH, Dept. 80, 1201 16th St., N.W., Washington, D.C. 20036**

# List A/Subject/Position

**For use with Items 17, 18, 19.**
**(College Subject/Positions NOT Included)**

To express your educational background, experience, and job choice, select the item which comes closest to the one you **want**. Keep in mind that individual states and jurisdictions have variant course titles. The Elementary, Junior High, and Secondary headings are merely for convenience; **what really count are the subject descriptions.**

In Item 28, you express your preference for an elementary or secondary position.

**Elementary**

**010**—All, K-8; **011**—K; **012**—Grades 1-3; **013**—Grades 4-6; **014**—Grades 7-8; **020**—Art; **018**—Math: **021**—Music Gen.-Specialist; **023**—Music-Instrumental; **031**—Phys. Ed.; **019**—Science.

**Junior High**

**051**—General/Multisubject; **047**—Art; **092**—English; **091**—Home Economics; **089**—Industrial Arts; **097**—Mathematics; **059**—Social Studies; **060**—Science.

**Special Education**

**030**—Behavioral Disorders; **026**—Deaf and Hard of Hearing; **029**—Gifted; **032**—Learning Disabilities; **022**—Mentally Retarded; **024**—Physically Handicapped; **027**—Remedial Reading; **028**—Speech Correction.

**Other Specialties & Misc.**

**003**—Counselor; **007**—Counselor-Elementary; **005**—Counselor-College Admissions; **004**—Counselor-Voc. Guidance; **001**—Preschool; **002**—School Librarian; **006**—School Social Worker; **016**—School Psychologist; **017**—School Nurse; **015**—Curriculum Specialist; **008**—Adult Education; **009**—Religious Education; **035**—AV Building Coordinator; **034**—Educational Media; **036**—TV Production/Utilization; **037**—AV Graphic Production; **038**—Photography (Still/Motion); **039**—TV Teacher.

**Secondary**

**050**—General/Multisubject; **052**—Art; **062** Biology; **081**—Business Education; **063**—Chemistry; **071**—Coaching-Baseball; **072**—Coaching-Basketball; **073**—Coaching-Football; **074**—Coaching-Gymnastics; **075**—Coaching-Swimming; **076**—Coaching-Track; **077**—Coaching-Wrestling; **094**—Drama; **064**—Earth Science; **044**—Economics; **093**—English; **053**—French; **061**—General Science; **043**—Geography; **054**—German; **042**—Government; **069**—Health Education; **041**—History; **058**—History-Black and/or Afro-American; **090**—Home Economics; **099**—Humanities; **100**—Industrial Arts-Gen.; **101**—Industrial Arts-Woods; **102**—Industrial Arts-Metals; **103**—Industrial Arts-Electricity-Electronics; **104**—Industrial Arts-Drafting; **105**—Industrial Arts-Automotive/ Power; **106**—Industrial Arts-Crafts; **107**—Industrial Arts-Graphic Arts; **095**—Journalism; **055**—Latin; **098**—Mathematics; **066**—Music-General; **067**—Music-Instrumental; **068**—Music-Vocal; **070**—Phys. Ed.-Gen.; **078**—Phys. Ed.-Athletic Director; **065**—Physics; **056**—Russian; **048**—Safety/Dr. Ed.-Supv.; **049**—Safety/Dr. Ed.-Teacher; **046**—Senior Problems; **040**—Social Studies; **045**—Sociology; **057**—Spanish; **096**—Speech; **080**—Voc. Ed.-Gen.; **083**—Voc. Ed.-Agriculture; **084**—Voc. Ed.-Auto; **082**—Voc. Ed.-Distributive; **085**—Voc. Ed.-Electronics; **086**—Voc. Ed.-Metal; **087**—Voc. Ed.-Wood; **081**—Voc. Ed.-Office Practice; **090**—Voc. Ed.-Home Economics.

**Administrative**

**175**—Supervisor; **176**—Consultant/Coordinator; **177**—Consultant/Specialist; **178**—Director; **179**—Superintendent; **180**—Assist. Superintendent; **181**—El. Principal; **182**—Mid. Sch. Principal; **183**—JH Principal; **184**—SH Principal; **185**—El. Assist. Principal; **186**—Mid. Sch. Assist. Principal; **187**—JH Assist. Principal; **188**—SH Assist. Principal; **189**—Federal Coordinator; **190**—Intergroup Relations Coordinator.

**Note 1.** Items 13 & 16. If you do not hold a bachelor's degree (and do not expect to have it by August of this year) you probably should not register with NEA* SEARCH. This new service is meant primarily for college graduates with regular or standard teaching certificates. There are exceptions which apply to a very few states and certain teaching specialties where trade experience is considered of primary importance.

**Note 2.** Item 22. NEA*SEARCH now includes a provision to encourage school systems to set up a specific set of criteria for beginning teacher assignments, including (1) professional assistance and a planned orientation program; (2) assignment according to preparation and background; (3) adequate consideration of suggestions and comments; (4) acknowledgment of the principles of equal opportunity; (5) comparable provisions in matters of salary, employee benefits, etc. (Item 22 on this form will be matched against a related item on the employer vacancy description form regarding the importance placed on such criteria by the individual school system.)

Cut here and mail—complete both sides of form

**19** *What subject (position) would you like to teach (fill) in your next job? You may select up to 3 from LIST A, and use "X" in all weighting circles, OR, use numerical weights. (See right)* ☐☐☐ WEIGHT ○ ☐☐☐ WEIGHT ○ ☐☐☐ WEIGHT ○

For **special** administrative fields such as "Art Supervisor," select administrative level (175) and follow with subject (052), paying strict attention to weighting instructions at right.

**IMPORTANT**

WEIGHTING permits you to express how strongly you feel about your choices. The letter "X" will tell the computer that you will consider NO OTHER SELECTION(S). The numerical weights of 3, 2, and 1 allow you to state a relative preference between your selections (Items 19, 25, and 27) and/or the importance of items carrying a single weight. LETTER-NUMBER COMBINATIONS CANNOT BE USED IN WEIGHTING AN INDIVIDUAL ITEM.

X—I INSIST ON IT. (You **must** use "X" if you will accept no other selection(s).)
3—I strongly prefer it.
2—I prefer it.
1—I will accept it.

**20** *Optional. You may indicate your ethnic identification. Do so only if you think it will be to your advantage. (Many schools are now furthering integration.)* ☐ 1 American Indian, 2 Cuban, 3 Mexican American, 4 Black, 5 Oriental, 6 Puerto Rican

**21** *Indicate your preference as to area and school district populations for your next job.* A. Area ☐ 1. 100,000 or more 2. 50,000 - 99,999 3. 25,000 - 49,999 4. 12,000-24,999 5. Under 12,000 B. School District ☐ WEIGHT ○

**22** *If this is your first teaching job, and you would prefer a school system with a specific set of criteria for the beginning teacher (see Note 2, above) put a "1" here* ☐ WEIGHT ○

**23** *If you are NOT a citizen of the U.S., please put a "1" here* ☐

**Refer to LISTS B and C for Items (24) and (25)**

**REMEMBER—LETTER-NUMBER COMBINATIONS CANNOT BE USED IN WEIGHTING AN INDIVIDUAL ITEM**

A WEIGHT OF "X" means you will accept no other location(s); you may use the letter "X" in all four preferences (Items 24 and 25). If "X" is used in combination with numerical weights in "States and Metro Areas," the computer will consider **only** the location(s) weighted "X."

BY USING NUMERICAL WEIGHTS 1, 2, 3, or A COMBINATION of 1, 2, and 3, **you keep your preferences broad**, and your opportunities for a match are greater since location range is wider. You will also be selected, in some cases, for positions in areas outside of those listed.

**24** *Geographic Preference: —You may select 1 U.S. Region or Subregion OR Foreign Region from LIST B* ☐ WEIGHT ○

**25** *—You may select up to 3 from LIST C (States and Metro. Areas)* ☐☐ WEIGHT ○ ☐☐ WEIGHT ○ ☐☐ WEIGHT ○
*("X" may be used in all weighting circles, but NEVER in combination with numerical weights.)*

**26** *Minimum Annual Salary you request (for school year; typically 180 days)* VERY IMPORTANT $ ☐☐☐☐☐ WEIGHT ○

**27** If you prefer to work in a program that can be described by any of the options below, give code numbers here ☐☐ WEIGHT ○ ☐☐ WEIGHT ○ ☐☐ WEIGHT ○ ☐☐ WEIGHT ○

01 Differentiated Staff
02 Auxiliary Personnel
03 Ungraded and Team Teaching
04 New Curricula
05 Ungraded and New Curricula
06 Team Teaching and New Curricula
07 Disadvantaged
08 Experimental
09 Teacher Corps
10 Community Relations
11 Work-Study Program
12 Intern and Student Teaching

*("X" may be used in all weighting circles, but NEVER in combination with numerical weights.)*

**28** *Indicate type of position you are looking for* ☐ 1 Elementary, 2 Secondary (includes Junior High), 3 Elementary and Secondary, 4 Administration, 5 Other

**29** *Optional. If you would consider a position in a school other than public (independent, proprietary, parochial, etc.), put a "1" in the box* ☐

**30** *Optional. You may request that your name be kept from your present employer. If you do, put a "1" here* ☐ *and write below.*

*Name of School District* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

*City* ☐☐☐☐☐☐☐☐☐☐☐☐ *State* ☐☐ *ZIP* ☐☐☐☐☐ ←*very important*

NEW FEE SCHEDULE: **Professionals:** $10; **Students:** $6. 50% discount to members of NEA or Student NEA.

Sign applicable space below. Enclose appropriate fee, payable to NEA*SEARCH, and mail this entire page to **NEA*SEARCH, Department 80, 1201 Sixteenth St., N.W., Washington, D.C. 20036.**

(DO NOT DETACH) (DO NOT DETACH)

I certify that these data are correct to the best of my knowledge. I understand that NEA*SEARCH accepts no liability, offers no assurance of placement, and merely seeks to match my qualifications with suitable openings. On accepting a new position, I will notify NEA*SEARCH so that it may remove my name from its list of available teachers.

*Attention members of the NEA or the Student NEA:* You are entitled to a 50 percent discount on the fee. If you are a member in good standing of either organization and wish to claim a discount, certify by checking NEA ☐ or SNEA ☐, and signing below.

Signature _____ Date _____ Signature _____ Date _____

*Optional for nonmembers:* I also wish membership in the National Education Association, for which I enclose a separate check for $15, thereby entitling me to the 50% NEA*SEARCH discount. ☐
*(Students:* See SNEA Chapter on your campus for membership.)

**Mail form with registration fee, payable to NEA*SEARCH, Dept. 80, 1201 16th St., N.W., Washington, D.C. 20036**

# List C/States and Metropolitan Areas

**For use with Item 25. You may choose up to 3 from the following two lists.**

**States**

**AL**—Alabama; **AK**—Alaska; **AZ**—Arizona; **AR**—Arkansas; **CA**—California; **CO**—Colorado; **CT**—Connecticut; **DE**—Delaware; **DC**—District of Columbia; **FL**—Florida; **GA**—Georgia; **GU**—Guam; **HI**—Hawaii; **ID**—Idaho; **IL**—Illinois; **IN**—Indiana; **IA**—Iowa; **KS**—Kansas; **KY**—Kentucky; **LA**—Louisiana; **ME**—Maine; **MD**—Maryland; **MA**—Massachusetts; **MI**—Michigan; **MN**—Minnesota; **MS**—Mississippi; **MO**—Missouri; **MT**—Montana; **NB**—Nebraska; **NV**—Nevada; **NH**—New Hampshire; **NJ**—New Jersey; **NM**—New Mexico; **NY**—New York; **NC**—North Carolina; **ND**—North Dakota; **OH**—Ohio; **OK**—Oklahoma; **OR**—Oregon; **PA**—Pennsylvania; **PR**—Puerto Rico; **RI**—Rhode Island; **SC**—South Carolina; **SD**—South Dakota; **TN**—Tennessee; **TX**—Texas; **UT**—Utah; **VT**—Vermont; **VA**—Virginia; **VI**—Virgin Islands; **WA**—Washington; **WV**—West Virginia; **WI**—Wisconsin; **WY**—Wyoming.

**Metropolitan Areas**

(Standard Metropolitan Statistical Areas as defined by the U.S. Bureau of the Budget and the U.S. Bureau of the Census.)

**01**—Akron, OH; **02**—Albany-Schenectady-Troy, NY; **03**—Albuquerque, NM; **04**—Allentown-Bethlehem-Easton, PA; **05**—Anaheim-Santa Ana-Garden Grove, CA; **06**—Atlanta, GA; **07**—Bakersfield, CA; **08**—Baltimore, MD; **09**—Beaumont-Port Arthur, TX; **10**—Birmingham, AL; **11**—Boston, MA; **12**—Bridgeport-Stamford-Norwalk, CT; **13**—Brockton, MA; **14**—Buffalo, NY; **15**—Canton, OH; **16**—Charleston, SC; **17**—Charlotte, NC; **18**—Chicago, IL; **19**—Cincinnati, OH; **20**—Cleveland, OH; **21**—Columbia, SC; **22**—Columbus, OH; **23**—Dallas, TX; **24**—Davenport-Rock Island-Moline, IA-IL; **25**—Dayton, OH; **26**—Denver, CO; **27**—Detroit, MI; **28**—El Paso, TX; **29**—Flint, MI; **30**—Fort Lauderdale-Hollywood, FL; **31**—Fort Worth, TX; **32**—Fresno, CA; **33**—Gary-Hammond-East Chicago, IN; **34**—Grand Rapids, MI; **35**—Greensboro-Winston-Salem-High Point, NC; **36**—Harrisburg, PA; **37**—Hartford-New Britain, CT; **38**—Honolulu, HI; **39**—Houston, TX; **40**—Indianapolis, IN; **41**—Jacksonville, FL; **42**—Jersey City, NJ; **43**—Kansas City, MO; **44**—Knoxville, TN; **45**—Lansing, MI; **46**—Little Rock-North Little Rock, AR; **47**—Long Branch-Asbury Park-Eatontown, NJ; **48**—Los Angeles-Long Beach, CA; **49**—Louisville, KY; **50**—Memphis, TN; **51**—Miami, FL; **52**—Milwaukee, WI; **53**—Minneapolis-St. Paul, MN; **54**—Mobile, AL; **55**—Nashville, TN; **56**—Newark, NJ; **57**—New Bedford-Fall River-Taunton, MA; **58**—New Brunswick-Perth Amboy, NJ; **59**—New Haven-Waterbury-Meriden, CT; **60**—New Orleans, LA; **61**—New York, NY; **62**—Norfolk-Portsmouth, VA; **63**—Oklahoma City, OK; **64**—Omaha, NB; **65**—Orlando, FL; **66**—Oxnard-Ventura-Simi, CA; **67**—Paterson-Clifton-Passaic, NJ; **68**—Peoria, IL; **69**—Philadelphia, PA; **70**—Phoenix, AZ; **71**—Pittsburgh, PA; **72**—Portland, OR; **73**—Providence-Pawtucket, RI; **74**—Richmond, VA; **75**—Rochester, NY; **76**—Sacramento, CA; **77**—Salt Lake City, UT; **78**—San Antonio, TX; **79**—San Bernardino-Riverside-Ontario, CA; **80**—San Diego, CA; **81**—San Francisco-Oakland, CA; **82**—San Jose, CA; **83**—Seattle-Everett, WA; **84**—Springfield-Holyoke, MA; **85**—St. Louis, MO; **86**—Syracuse, NY; **87**—Tacoma, WA; **88**—Tampa-St. Petersburg, FL; **89**—Toledo, OH; **90**—Tucson, AZ; **91**—Tulsa, OK; **92**—Utica-Rome, NY; **93**—Washington, DC; **94**—Wichita, KS; **95**—Wilkes-Barre-Hazleton, PA; **96**—Wilmington, DE; **97**—Worcester-Fitchburg-Leominster, MA; **98**—York, PA; **99**—Youngstown-Warren, OH.

# nea reporter

Published by the National Education Association

Vol. 8, No. 4 | April 25, 1969 | 7 | Washington, D.C.

*Mrs. Richard M. Nixon*

## Mrs. Nixon is honorary TIP chairman

Mrs. Richard M. Nixon, the nation's First Lady and a former school teacher, was honorary chairman of Teachers-In Politics Weekend April 11-13. Sponsored by the NEA Citizenship Committee, this second TIP Weekend featured special events, proclamations, and press coverage throughout the country.

Purposes of the weekend are to convince teachers of the need for teacher involvement in politics and to inspire them to be so involved and also to attract the attention of the public to the new program of political awareness and involvement on the part of teachers.

## NEA leaders wire sorrow at Ike's death

NEA President George D. Fischer and NEA Executive Secretary Sam M. Lambert sent the following telegram to Mrs. Dwight D. Eisenhower on March 28:

"The officers, members, and staff of the National Education Association join a sorrowful nation in mourning the passing of President Eisenhower, a truly great American. To you and your family, the nation's educators express their sincere condolences during this most difficult hour."

# NEA proposes federal law to require teacher-school board negotiations

NEA Executive Secretary Sam M. Lambert (center) told newsmen on April 7 that NEA is asking Congress to pass legislation requiring school boards throughout the nation to negotiate with teachers. "The time has come," Dr. Lambert said, "for the federal government to step in and set up a 'teacher bill of rights' to guarantee mandated negotiation procedures for all of the nation's teachers." At right is NEA's assistant executive secretary for legislation and federal relations, John M. Lumley; at left is Robert H. Chanin, NEA chief counsel for school board-professional staff relations.

NEA Executive Secretary Sam M. Lambert announced this month that a federal bill requiring negotiation between school boards and organizations representing public school teachers will be introduced in Congress soon.

Although the bill would legalize teacher strikes under certain circumstances, it is designed to reduce the incidence of such strikes by providing alternative means of resolving teacher-school board disputes.

If enacted, the legislation would represent the first full-scale effort by the federal government to regulate employment relationships between state and local governments and their employees.

### Would affect millions

The bill would directly affect nearly 2 million teachers and other professional staff and more than 100,000 school board members. It would have potential impact on schools enrolling about 50 million students.

Federal regulation of this type is desperately needed, according to Dr. Lambert. "Although some states have provided fairly adequate procedures for regulating teacher-school board relations, many have refused to grant teachers even the basic rights that most other employees in the country have had for years," Dr. Lambert declared. The result, he added, is an "almost chaotic diversity among various parts of the country."

The statute, structurally similar to the National Labor Relations Act, would open a wide scope of matters to teacher-school board negotiation. These could include not only teacher salaries and working conditions but also "virtually everything of importance to teachers," Dr. Lambert said. An increasing number of state and local negotiation agreements now cover such areas as class size, teacher load, teacher assignment, recruiting, selection of textbooks, and use of teacher aides.

The bill would legalize teacher strikes only under restricted circumstances. Courts could issue restraining orders or injunctions if the striking teacher organization had jumped the gun and failed to use the law's entire impasse procedure, the strike posed a "clear and present danger to the public health or safety," or the striking group was not the official teachers' representative in the particular school system.

Robert H. Chanin, NEA's chief counsel for school board-

(*See NATIONAL PN BILL, page 12*)

## NEA delegates may revise resolution format

Delegates to the 1969 Representative Assembly in Philadelphia will consider a major change in the way NEA policy is stated. Howard Row, chairman of the NEA Resolutions Committee, announced that the Editing Committee of the Resolutions Committee will recommend a change in format for resolutions and in the procedure for adopting them.

Mr. Row noted that the Representative Assembly in 1968 directed that the NEA Platform be revised. As explained in the Preliminary Report of Resolutions (see page 9), the Editing Committee proposes to eliminate the Platform and recommends that there be instead two kinds of resolutions: Continuing and Current Resolutions.

"Never before have we published proposed resolutions in the NEA REPORTER," Mr. Row pointed out. "Never before has every member had a chance to read, weigh, and discuss the proposed resolutions in advance of the Convention. Not in recent times have we attempted a complete redesign of our policy statement in one year. The Editing Committee believes these new procedures will help move the Association forward in the direction its members want it to go."

## 16 states top last year's NEA membership

Twelve states have officially exceeded their last year's NEA membership, the NEA Division of Affiliates and Membership reported early this month. The states are:

| | | NEA MEMBERSHIP | |
|---|---|---|---|
| | | 1967-68 | 1968-69 |
| Alaska | Unified | 2,470 | 2,871 |
| Arizona | Unified | 14,381 | 14,398 |
| Connecticut | | 9,801 | 10,176 |
| Delaware | | 3,101 | 3,384 |
| Kentucky | Unified | 23,346 | 30,115 |
| Massachusetts | | 16,696 | 17,317 |
| Michigan | Unified | 65,302 | 67,516 |
| Mississippi | | 6,124 | 6,153 |
| New Jersey | | 29,199 | 30,338 |
| New Mexico | Unified | 9,838 | 9,879 |
| Washington | Unified | 36,532 | 39,949 |
| Wyoming | Unified | 3,764 | 4,022 |

These additional states report the following increases:

| | | NEA MEMBERSHIP | |
|---|---|---|---|
| | | 1967-68 | 1968-69 |
| Minnesota | | 22,510 | 22,539 |
| Montana | Unified | 7,350 | 7,418 |
| Nevada | Unified | 4,811 | 4,876 |
| Rhode Island | | 1,491 | 1,616 |

The following need fewer than 500 members to exceed last year's NEA membership:

| | NEA Members needed to exceed 1967-68 |
|---|---|
| District of Columbia | 394 |
| Louisiana | 17 |
| Maine | 126 |
| New Hampshire | 332 |
| Vermont | 406 |
| Puerto Rico | 426 |

## Teachers win refunds in Lee County, Florida, court case

The teaching profession won a celebrated court case this month when a federal judge ordered refunds to Lee County, Florida, teachers who paid a $100 fine as a condition for returning to their classrooms in the wake of a statewide mass resignation in February 1968.

Judge Ben Krentzman of the U.S. District Court, Tampa, agreed with NEA and the Florida Education Association, and held that the school board's action was unconstitutional, depriving the Lee County teachers of due process of law.

Judge Krentzman said the payments cannot be supported by any law that "I know of" and added the school board has "no right to extract fines." A hearing for establishing a method to refund some $39,000 involved in the case was set for sometime after mid-April.

The suit was filed by the NEA and the FEA for nine Lee County teachers, but the judge ruled that it was a "class suit," which means its outcome affects about 390 other teachers.

# opinion interpretation

*This page of the REPORTER is devoted to editorial and interpretive material. Readers' letters, preferably brief, will be considered for publication. Opinions expressed in the REPORTER are not necessarily NEA policy, which is set only by Association resolution.*

## Turn on or else: The building of our Association

The realists among us who are cast as leaders of teachers have rightly concluded that members are living through an organizing effort that would have been best completed ten years ago. The realities are that we are just now going about defining "association" as *one association,* not "my local" or "the state" or "that national."

We are just now on the verge of completing a restructuring that will mean one state association in some of our states (as opposed to two that are affiliated with the National Education Association). We have just now come to the realization that every large local association in the country must have an adequately funded full-time professional staff serving at the local level. We are in the midst of wrestling with the problem of funding adequately three levels of the association, and we are only beginning to see how each unit (local, state, national) offers services unique and relative to its position on the organizational chart, and by so doing offers benefits to all levels.

These days, before the NEA Convention in Philadelphia, are crucial to the survival of all the gains that have been made on behalf of *the teacher organization* that can bring about a United Teaching Profession.

Dues have been raised in 26 state associations and hundreds of locals since the 1968 NEA Convention in Dallas, Texas. There are literally thousands of unfilled requests for more local, state, and national services. Requests for help to build crack local negotiation units, to accelerate lobbying efforts at the federal level for new monies, to train leaders to bring forward teacher politicians who will affect local, state, and national legislation, and to encourage leaders dedicated to the concept that teachers should control their own destinies, are only examples of service needed. To teach teachers how to influence those agencies that create and regulate teacher standards and the programs that have a pronounced effect on instruction in the schools comes across as one of our greatest challenges.

The NEA Convention in Philadelphia will mark a turning point in the association's struggle to build an organization by exploring new relationships, void of vested interests, between local, state, and national units. That exploration will permeate the Convention hall, the caucuses, the private meetings, and will cross over all established relationships between teacher leaders. The last three years of intensified effort to build our organization will culminate when the most sophisticated leaders of the Association look at the Association's responsiveness to its new and vibrant constituency.

The 1969 Convention, more than any other, will be a barometer to measure the effect of a five-year effort to test organizational adequacy. If we have failed to meet the challenge of our members, we can expect the greatest division in our house since the founding of the Association. If the elected leadership and professional staff of the Association pass the tests placed by delegates, we will be on firm ground in predicting the most unprecedented growth in organizational strength in the Association's history.—*James W. Green, executive secretary, New Mexico Education Association*

## Extremist attacks on sex education

Attacks by extremist organizations on family life and sex education courses are disrupting the schools and educational climate today in at least two dozen states. The usual extremist tactics of abusive phone calls to school boards and school personnel and of factually inaccurate and sensational material flooding the community are being employed to condemn family life and sex education courses.

The John Birch Society and the Christian Crusade are cooperating in this attack by distributing anti-family life material through front groups, supporting ill-conceived court cases against school boards, and lobbying to influence state legislatures to pass laws prohibiting sex education in the schools.

Appropriate sex education courses in the schools are approved by: the U.S. Department of Health, Education, and Welfare; the U.S. Catholic Conference; the National Council of Churches: the Synagogue Council of America; the American College of Obstetricians and Gynecologists; the Sixth White House Congress on Children and Youth; the National Congress of Parents and Teachers; the United Nations Educational, Scientific, and Cultural Organization; the American Public Health Association; the National Student Assembly; YMCA and YWCA; the American Medical Association; the Sex Information Education Council of the United States—as well as by many prominent educational organizations.

There is no recommended program for any one school, nor do any of the above organizations have such a program. They recommend that every school system develop its own curriculum on the basis of its own educational objectives, the needs of its youth, and its local requirements.

The school child growing up in America today is exposed to sexual content in books, magazines, movies, and television programs—not to mention clandestine materials of a more negative nature. If a child is to grow up with a balanced understanding of sex, parents and schools need to take a positive and educationally sound approach to family life and sex education. This is what today's sex education programs are all about.

Education associations throughout the nation should resist these attempts to delete a course of study that is beneficial to the welfare of children. Teachers and administrators need to stand with their school boards in advocating programs that are educationally sound within the context of their local programs. —*Paul E. Putnam, associate secretary for special studies, NEA Professional Rights and Responsibilities Commission*

## NEA Higher Education Project presses for 'action now'

"Action now" might be inscribed as the motto of the NEA Special Project for Higher Education.

On February 15, the NEA Board of Directors established the Special Project as a new higher education unit in NEA to coordinate the functions of the National Faculty Association for Community and Junior Colleges and two completely new associations—one for college and university faculty and one for higher education administrators.

The two new organizations are to be operative by June 1, 1969. Already, however, a new higher education bulletin called *Forum* has gone to press and is in the mail to all higher education members.

Two groups of members met this month to advise and assist in giving finer definitions to the two new organizations. It is anticipated that representatives of these two groups will meet with representatives of the NFA-CJC board before June 1 to establish coordination.

Ralph Chesebrough, director of the special project, said this month that, with the thrust of the project directed to membership service and with basic membership involvement in the structure and design of the program, higher education membership should reach 200,000 in the next five years. Between 350,000 and 400,000 educators are in American higher education today.

Mr. Chesebrough indicated that it should be clearly understood that NEA membership will no longer result from joining the American Association for Higher Education, which will maintain a completely separate membership starting June 1, 1969. He stressed that NEA will continue to honor and serve all of its present members whether they joined through a local or state association, through the AAHE, or directly through NEA. He said it is also important to note that all life members will continue to be given full services by the NEA regardless of initial mode of membership entry.

Allan West, NEA associate executive secretary for program development, reported that correspondence has been overwhelmingly in support of the direction of the project. A few excerpts from these letters about NEA's role in higher education follow:

As a college administrator and one who has also been a teacher, I sincerely hope that the NFA will not become a militant organization nor adopt some of the tactics of AAUP. Particularly in the private junior college, we have been immune from these militant faculty groups. The private junior colleges in New England have respectable salary scales, extensive fringe benefits for their personnel, and have the reputation for ensuring, through practice, the academic freedom of their faculties.

I sincerely hope that the National Faculty Association will not encourage division between administration and faculty at some of the small educational institutions which, when compared to larger institutions, are somewhat Utopian. — *Jeanette T. Wright, Ed.D., vice-president, Bay Path (Massachusetts) Junior College.*

We are very concerned to know what would be the status of the insurance and similar fringe benefit programs of persons who follow AAHE rather than NEA's new higher education program.—*John E. Merryman, Indiana University of Pennsylvania.*

I am very much excited by the fact that the NEA is going to jump into the college field with both boots. Grrreat! Please be assured of my support. . . . — *S. J. Sackett, professor of English, Fort Hays (Kansas) State College.*

Having been a member of the NEA for almost 50 years, . . . I congratulate you on this bold and exciting new step the NEA has taken.—*G. D. Humphrey, president emeritus, University of Wyoming.*


**nea reporter**

Published monthly except August (two issues in September, October, and November) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C. 20036.

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EDPRESS

**NEA REPORTER** is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.

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# All Wichita teachers get 'termination letters'

Wichita teachers come out for mass meeting

Ron Daly, NEA regional director (at microphone), was one of the major speakers at an overflow-attendance mass meeting called by the Wichita City Teachers Association on the afternoon of March 10. Other major speakers were Richard Elving, WCTA president; Carl Elvin, WCTA executive director; Robert Arnold, WCTA's attorney and formerly president of the city's school board; Melvin E. Neely, KSTA executive secretary.

On March 10, the word was that the 3,400 teachers in Wichita, Kansas, were to be "fired" as of the end of the current school year. That afternoon, Wichita teachers poured into a 4 p.m. mass meeting called by the Wichita City Teachers Association and learned about the "firing plan" slated to be voted on by the school board that evening.

Teachers then turned out by the hundreds at the school board's meeting that evening. They heard the strong protest presentations made by WCTA's executive director, Carl Elvin, and by WCTA's attorney, Robert Arnold. As expected, the board voted 7 to 4 to authorize the sending of official "termination letters" to all of the city's teachers.

Those letters, signed by the board president and dated March 12, were subsequently delivered to the schools and placed in teachers' mail boxes.

Since then, the Wichita school board has been kept pretty busy insisting it has been misunderstood. However, its repeated denials that the action was a "mass firing" and vague explanations that the intent was merely to "terminate the teachers' *contracts,* not the teachers," clarified very little. Since board spokesmen flatly refused to give substantive answers to specific questions about the contract, what they wanted changed and why this procedure was needed when changes could be negotiated in any case, they not only failed to clear up the confusion, they failed to establish a credible justification for the action.

On March 20, WCTA filed the teachers' case in court (actually, the court suit was filed by the "NEA of Wichita," WCTA's new name, adopted on March 17, the day professional unification was officially adopted). The suit focuses on testing the legality of the board's attempt to make a technical distinction between "terminating employment contracts" and "terminating employment."

A brief background can help to establish a few points of reference.

- Wichita teachers are covered by a continuing contract law; it stipulates two deadlines: March 15 for the school board to notify teachers they will not be re-hired the following year; April 15 for teachers to notify the board of the wish to resign.
- Kansas has no negotiation law. Though the Wichita school board finally consented to conducting negotiations with the WCTA last year, a master agreement could not be written under law.
- Last year's negotiations were lengthy and stormy. An impasse was ultimately resolved; teachers' threatened summer-school boycott was averted; and negotiations were finally completed late last May.
- Since a master agreement is illegal, a special arrangement was made which would qualify as legal. The agreed-upon terms and conditions of employment were written out and appended to teachers' individual contracts, an historic "first" in Wichita. The appended individual contracts have been in effect during the 1968-69 year.
- Negotiations affecting next year's contracts have been dragging along for the past several months. Though WCTA's negotiators pressed repeatedly for more frequent and more productive negotiation sessions, the board saw no need to comply, despite the well-known March 15 and April 15 deadlines for re-employment.

As time passed, it became increasingly clear to association leaders that the board was unhappy about some of the terms and conditions it had accepted last year. However, nothing specific could be learned; whether the board hoped to get whole clauses deleted or merely amended remains unclear to the present.

### Negotiations continue

The precise nature of what it was the Wichita school board hoped to gain through its maneuver of "terminating contracts" remains anybody's guess. When questioned by association representatives, the school board's attorney added to the confusion. Asked whether the termination of the contracts amounted, in a legal sense, to the termination of employment, he answered that it probably did mean that.

The board's negotiating team has not added much enlightenment, either. When asked why the termination action was chosen, they indicated that there was some concern about the possibility that one or more teachers might wish to remain under the provisions of the present contract, refuse to accept the new, mutually agreed-upon, improved contract, and this would create problems.

In an era of strange happenings, anything is possible, of course. Nevertheless, it strains the imagination somewhat to believe that any teacher would insist upon hanging on to last year's contract which would mean last year's salary schedule among other terms and conditions, and refuse to accept the benefits of a "new, improved contract."

As the crisis surrounding the "termination letters" deepened, association leaders urged stepped-up negotiations and offered to meet round-the-clock.

In view of the fact that one of the board's claims had been that its action had been taken to permit negotiations to continue, the school board's response to this request was rather revealing. The board's chief negotiator stated, that he "knew of no crises that would require round-the-clock negotiations." The board's president also noted that teachers will be offered contracts early in May "whether or not there is an agreement with the WCTA on salary and nonsalary items."

Whether the Wichita school board can bend the law to suit its purposes remains for the courts to decide. What the conditions in the schools will be next September, how many teachers will have decided to take positions elsewhere, and what recruitment success the school system's currently hard-pressed recruitment personnel will have, still remain exceedingly unclear.

## *Racial balance at issue*

# NEA, Illinois Association act to stop involuntary transfers

Some 71 teachers in East St. Louis will not be transferred involuntarily this school year, thanks to legal action supported by the Illinois Education Association and the NEA DuShane Emergency Fund. IEA and the DuShane Fund have shared costs of more than $4,000 in the case.

The teachers were notified just prior to the opening of school that they were being transferred to other buildings in order to achieve a racial balance of teachers corresponding to that of students. The assignment change came after a complaint was made by an East St. Louis parent to the U.S. attorney general that the Civil Rights Act of 1964 was being violated, and certain corrective procedures were consequently negotiated, including the transfers.

The teachers obtained an injunction from the Illinois circuit court on August 26 to prevent the board of education from completing the transfers. Among reasons cited for the order were that the notice came after the teachers' last date of legal opportunity to resign from employment in the district; and that, in some cases, it might be dangerous for the teachers to comply with the transfers.

The U.S. Department of Justice then filed in federal court a show-cause order as to why the transfers should not take place. Due to subsequent legal action by the teachers, the Justice Department has withdrawn its case for this school year.

IEA and NEA have supported the case and have a continuing interest should the federal case be reopened. The associations are concerned that teachers' rights be protected in case of transfer and feel that there is need for clarification of a situation where federal and state laws are apparently in conflict.

## *Salary developments*

# Teacher gains reported in New Jersey, Maryland, New Hampshire, and Ohio

Teachers in Englewood, New Jersey, have completed negotiations on a two-year contract which provides for the highest starting salary in continental U.S.A. The 1969-70 B.A. base is $8,000, the M.A. maximum is $12,250, and the highest scheduled maximum attainable in annual increments is $14,000. In addition, a $400 longevity increment is available after 13 years of service in the district. In 1970-71, the B.A. base will be $8,300, the M.A. maximum, $14,400 and the top maximum will be $16,100.

The Montgomery County (Maryland) Education Association and the County School Board have signed a contract agreement providing teachers in the county a $6,900 base salary for the coming school year and a greater voice in determining school policy. The base represents an 8.8 percent increase.

The salary gains will bring the average pay of teachers in the Montgomery County system next year to about $10,800. Individual increases will range from $560 to $1,625. The top salary for a teacher working 12 months would be $17,471. This would be paid to a teacher with 14 years experience, a master's degree, and credit for 30 additional hours of courses.

Spokesmen for the New Hampshire Education Association report that the White Mountains Regional School District became one of the first districts in the state to finalize a teacher salary schedule for the 1969-70 school year when they adopted a $6,500 beginning salary recently.

The salary schedule for the White Mountains Regional includes the following provisions: bachelor's degree $6,500 to $8,775 in seven steps; master's degree $7,150 to $11,375 in 13 steps, master's degree plus 30 hours credit up to $14,300.

The Akron (Ohio) Education Association has negotiated the highest salary schedule in the state, spokesmen for the association report. The first step, to be applied January through July, gives teachers with a B.A. salaries ranging from $6,500 to $10,400 in 12 steps. In July, salaries will again be adjusted, the B.A. scale ranging from $7,000 to $11,000. Teachers with an M.A. will move from a range of $6,925-$11,400 to one of $7,600-$13,000. In September, teachers' salaries will average $2,000 a year more than those of last September.

## Poet speaks to Higher Education Association

Poet Elizabeth Sewell was the opening speaker at the 24th national conference of the American Association for Higher Education last month. Miss Sewell, who directs the experimental Bensalem College at Fordham University, read selections from her poetry. Theologian Robert McAfee Brown of Stanford University struck out at "covert violence" in American society. "When a society gives a dole to minority members but won't restructure itself to provide jobs for them, that is covert violence. When we send an 18-year-old to jail for five years because he says, 'I refuse to kill Vietnamese peasants,' that is covert violence," he added. He urged higher education to "force people to confront choices, to point out the consequences of given courses of action, so that a decision can be made to turn about to begin again."

## Maine's Senator Muskie addresses college leaders

Sen. Edmund Muskie (D-Me.) told the 3,200 college and university educators attending the AAHE conference in Chicago last month that too many administrators and parents have resisted the new perspectives offered by the current generation of students. "My own view," he said, "is that college students today are more sophisticated than ever before and have a greater capacity for maturity and responsibility. They have demonstrated these qualities in war, politics, social service, and other endeavors. It does not seem unreasonable that they should seek similar opportunities on the campus. If a university is to encourage its students to be active and participating members of society after graduation, that university should make it possible for students to contribute to the enrichment of campus life before graduation," the Senator said.

*4,000 at convention*

# Teachers look at 'Science and the 70's'

Four days of convention sessions recently brought some 4,000 members of the National Science Teachers Association to Dallas during the Association's silver anniversary year. Touching on the theme of "Science and the 70's, Horizons for the Future" were general and special sessions, more than 100 papers, nine Sunoco science seminars given by noted scientists, teacher workshops, and more than 150 science-related exhibitions.

Concern for more public awareness of science and its applications was expressed by key participants. In an opening statement, Elizabeth A. Simendinger, NSTA president, noted the growing number of public issues that fall within the domain of science. "For a reporter, a lawyer—any citizen—to make intelligent decisions on . . . many political and social issues in the world of tomorrow, a knowledge of science will be imperative," Dr. Simendinger said.

Edward L. Tatum, Rockefeller University professor, addressed the first general assembly, stressing the need for a scientifically literate society. Understanding science, which is a ruling fact of life, is necessary in order that it "remain the servant not the master," he said.

Concurrent assemblies probed issues of current interest in depth. One dealing with science teaching and the drug scene focused on the underlying myths surrounding the reasons for the actual use of drugs by youth. A panel member, David J. Schwartz, chief psychiatrist, Juvenile Probation Department, Hill Crest Mental Health Unit, Belmont, California, pointed to boredom as a major cause of drug abuse. While "we stay settled for a steady, unconscious, unchanging emotional learning state, our children are teaching us something else," he said. They are saying, "we want exciting involvement with tools for learning; teachers who are change agents. We are bored and we have begun to find pleasurable ways of stimulating ourselves, of challenging ourselves, of changing ourselves. This is where the drug culture has had its greatest appeal. The more bored the student, the greater the chance of becoming involved in drugs or any other challenge."

Samuel Bogoch, associate research professor of bio-chemistry and psychiatry at Boston University School of Medicine, conducted a Sunoco science seminar entitled, "Horizons in the Brain Sciences." Dr. Bogoch said that if violence can be regarded as a medical illness, then for the first time in history, there are drugs available that could retain or inhibit violence in a person without affecting his other activities. A major concern, he said, would be to whom such a drug would be administered and under what conditions.

In the short term, that is, five to ten years, Dr. Bogoch foresees "greater control of brain-mind illness, progress in the biological sciences to the point of monitoring humans *in utero* and increasing nutritional and behavioral control." Eventually, there will be increasing control of a person's internal milieu, a reduction of necessary sleep time, control of mood swings, and the elimination of violence, he said.

*Cecil J. Hannan*

# Cecil Hannan resigns NEA staff position

NEA Associate Executive Secretary Cecil J. Hannan resigned his NEA post last month to form a private consulting service in business and management. NEA Executive Secretary Sam M. Lambert and the NEA Executive Committee accepted the resignation on March 23.

Dr. Hannan joined the NEA staff on August 1, 1966, succeeding T. M. Stinnett as assistant executive secretary for professional development and welfare. On May 11, 1968, he was named associate executive secretary as part of a staff reorganization.

Prior to his NEA appointment, Dr. Hannan was executive secretary of the Washington Education Association.

No succesor has been named to Dr. Hannan's vacated NEA post.

*Resolution passed*

# Teacher educators concerned about campus disruption

The American Association of Colleges for Teacher Education, in a resolution passed during the association's recent annual meeting in Chicago, expressed "concern at the disruption of many campuses through improper and illegal protest activities of students, faculty, and off-campus intruders."

The association's members also expressed belief that "the exercise of the student disciplinary function is essentially a matter of internal university or college administration. The intrusion of federal or state law into such matters," they said, "through schedule, regulation, guideline, or otherwise, runs counter to the basic philosophy of the higher education community."

AACTE, therefore, the resolution concluded, "recommends that its member institutions clarify their own positions on this issue, and urge their federal and state legislative representatives to oppose existing or proposed legislation that interferes with higher education's responsibility to its students."

Almost 1,500 educators attended the four-day conference. Thirty-two teacher training institutions from across the nation were received into membership in AACTE, raising the total to 830 institutions.

In an address of "Dilemmas of Urban America," Robert C. Weaver, president of the Bernard Baruch School of Business, City University of New York and former U.S. Secretary of Housing and Urban Development, said that urban America can be changed, but, he believes, "the will to get the job done is lacking today." The problems of urban America, he said, appear in the suburbs as well as in the central city and must be dealt with on an area-wide basis.

David Johnston, president of the International Council on Education for Teaching, speaking at a general session, said that time is critical for those engaged in teacher education.

The real danger, he emphasized, is that we may miss the critical period of development because of the social and political repercussions inherent in today's changing world.

He said that everywhere in the world there is a new high esteem for education. Dr. Johnston pointed to the need for teachers everywhere to continue learning and called for a substantial increase in international exchanges of both students and teachers. Steps should also be taken, he said, to facilitate a similar exchange of ideas among teacher educators.

## Dewey Society cites courage of Florida staff

The John Dewey Society has honored Florida's public school teachers for their courage and action during the 1968 statewide protest aimed at improving educational conditions for the state's 1.3 million public school children.

The 1969 Award for Distinguished Service to Education was presented to the "teachers of Florida" through the Florida Education Association. It marked the first time that the award, which usually goes to individuals, has been received by an institution.

The award cites the "highly courageous and effective actions of the teachers of Florida during 1968 in behalf of better learning conditions for children and youth."

## Supreme Court denies hearing to funding case

The U.S. Supreme Court last month denied a hearing to a case that was aimed at providing more equitable distribution of state funds for financially deprived school districts. The case originated in Cook County, Illinois (Chicago).

NEA had joined in a friends-of-the-court brief in support of the plaintiffs in the case.

Plaintiffs in the Cook County case charge that state statutes violate the Fourteenth Amendment by "depriving students in poor school districts of the educational resources available to students in more wealthy districts."

Mary Ann Scott, director of the NEA DuShane Emergency Fund, said that the action by the Supreme Court does not rule out the possibility of consideration by federal courts of the Constitutional issues raised in similar cases that are pending. The significance of the Cook County case is so great, she said, that NEA will continue to explore involvement in cases raising the same Constitutional issue.

## School systems in 3 states win library awards

School systems in Iowa, Louisiana, and Virginia have been named the three top winners of Encyclopaedia Britannica's 1969 School Library Awards. The three, chosen from among ten school systems being cited this month for significant improvement of their elementary school library programs, will share $5,000 in cash awards.

The program is administered with the advisory assistance of the American Association of School Librarians, a department of the NEA and a division of the American Library Association.

First place winer is Iowa City (Iowa) Community School; second, Caddo Parish Schools, Shreveport, Louisiana; and third, Newport News (Virginia) Public Schools.

# Idaho statewide sanctions lifted

Statewide sanctions imposed last year by the Idaho Education Association were lifted late last month after the legislature provided an additional $18.65 million in state aid to the public schools.

The appropriation represented 93 percent of IEA's $19 million request. It was approved with only four dissenting votes out of 105.

IEA Executive Secretary Wayne York paid "especial tribute to the high spirit of teacher cooperation and participation" and to "the deep concern manifested by members of the legislature throughout consideration of the school aid measure."

He noted that teachers and other citizens flooded the legislature with telegrams and letters. Local associations held workshops beginning in September 1967 for legislators and candidates in their areas.

Before the primary election in September, IEA itself presented every candidate with a position paper and followed up with workshops in the capital and regular personal contacts after the legislative session opened in January.

The legislators themselves gave much credit to IEA for bringing the schools' need so forcefully to their attention.

The $18.65 million appropriation will mean an average $500 increase in teacher pay in Idaho, now ranked 44th in the nation. Mr. York noted that IEA intends to push for similar increases in teacher salaries each year, until Idaho compares favorably with the other Rocky Mountain states.

In addition to the financial aid measure, the legislative session also produced a Professional Practices Act. On request of IEA, a commission of 14 members—eight of them classroom teachers—will review dismissals that are appealed by teachers.

The only legislative defeat suffered by IEA this year was on a proposed Professional Negotiations Act. The PN bill failed when the lower house deadlocked at 35-35 giving its approval. The bill will be reintroduced next year as IEA's top priority legislative goal.

# *Classroom Teachers launch service program*

The Association of Classroom Teachers, in cooperation with a number of other segments of NEA, has launched a project to provide a broad range of services to local associations. The project, under the direction of F. J. Johnson, ACT professional services coordinator, is operating on an experimental basis this year in several local associations across the country.

"This project is designed to help the local association examine its present action program, determine areas of need based on the interests and priorities of members, and restructure its program according to these needs," Mr. Johnson said. "ACT is coordinating the efforts of the cooperating NEA units to serve the locals involved. The services may include help with professional negotiation, teachers' salaries, conditions of work, human relations, leadership training, improvement of instruction—whatever area the local association wants to emphasize."

Associations participating in the pilot project during the 1968-69 school year are the Duval (Florida) Teachers Association, Flint (Michigan) Education Association, eight districts of the Iowa Association of Classroom Teachers, Little Rock (Arkansas) Classroom Teachers Association, and Portland (Oregon) Association of Teachers.

In conjunction with this project, Mr. Johnson is conducting workshops for local association leaders at several of ACT's 1968-69 regional conferences.

*1969 awards made*

# Ten chosen as Hilda Maehling fellows

Ten classroom teachers have been chosen to receive 1969 Hilda Maehling Fellowships from the Association of Classroom Teachers, NEA. Three of the ten have been awarded World Affairs Fellowships.

The Hilda Maehling Fellowships are presented each year to enable teachers to conduct projects designed to improve education and the teaching profession. The World Affairs Fellowships are designed to assist classroom teachers in incorporating into their classwork projects to help students develop a greater understanding of world affairs.

Robert P. Bodine, a sixth grade teacher in the Lansdowne-Aldan School District in Pennsylvania, intends to use his fellowship to develop a series of books written and illustrated by children as an approach to teaching the language arts.

Willie Mae Cary, English and speech teacher for grades 11 and 12 in Houston County, Texas, was awarded her fellowship to conduct a study of the speech patterns of Negro students in desegregated public schools toward the end of improving language forms that impede communication.

Joan L. Jacobson, eighth grade English and social studies teacher in Shorewood, Wisconsin, plans to hold a weekend work conference for Wisconsin educators on the subject of differentiated staffing.

John M. Ogden, junior and senior high school teacher in Rowland Heights, California, received his fellowship to implement a program aimed at developing in students self-reliance and a "repertoire of skills to meet new learning situations."

Janet C. Spencer, an elementary teacher in Montgomery County, Kentucky, has been awarded a grant to produce a handbook based on actual classroom experiences in modifying student behavior. Some 200 teachers in the county will be interviewed and the results of the survey published in a booklet to be distributed to all teachers in the system.

Edna L. Stephenson, a tenth grade English teacher in Borger, Texas, will use her fellowship award to increase and refine services available to teachers from the Curriculum Center operated by the Texas Classroom Teachers Association in Austin.

Reisa Sweet, a first grade teacher in Jackson, New Jersey, was granted a stipend to develop materials to aid in teaching reading to children with potential learning problems through stimulation of the senses—visual, tactile, auditory, smell, and taste.

The Hilda Maehling Fellowships in World Affairs have been awarded in the amounts of $500, $100, and $50 to William A. Duffy of Grand Marais, Minnesota, Ruth S. Hicks of Columbus, Ohio, and Eugene P. Tinory of Westwood, Massachusetts, respectively.

Mr. Duffy, an English and French teacher at Cook County High School, Minnesota, received the grant to further his work in promoting awareness of opportunities available to culturally disadvantaged youth in the county. He hopes, in particular, to help the local Indians become more conscious of their potential contributions to world society.

Mrs. Hicks, a high school teacher of English literature and composition in Columbus, Ohio, was awarded her fellowship to develop a new twelfth grade course in world literature which will expose students to the great ideas, outstanding writers, and major problems of the many sections of the world.

Mr. Tinory, a junior high school geography and history teacher in Westwood, Massachusetts, will use his grant to support his work with the World Organization Study Club for eighth grade students. The club provides students with opportunities to hear guest speakers and participate in the discussion of world affairs.

The Hilda Maehling Fellowships fund, representing voluntary contributions from classroom teachers, was established in 1959 to honor the first executive secretary of ACT when she retired from NEA. The World Affairs Fellowship program was established in 1966 through direct contribution from a friend of the National Education Association. This year the program was expanded to include three grants funded by the Longview Association.

## Sarah Caldwell honored for WCOTP service

1952-53 NEA President Sarah C. Caldwell has been presented with a certificate and a pen-and-clock stand in honor of her "outstanding service to the teaching profession as a member of the Executive Committee of the World Confederation of Organizations of the Teaching Profession, 1952-69." The certificate was presented by NEA President George D. Fischer.

Senator Jackson calls for action on a quality environment

Environmental and outdoor recreation education are critically important to the broader issues of public policy which face government at all levels, Sen. Henry M. Jackson (D-Wash.) (left, above) told participants at the Symposium on Outdoor Recreation and Education held recently in Washington, D.C. The meeting was convened by the American Association for Health, Physical Education, and Recreation (NEA) and the National Recreation and Park Association. With Senator Jackson is John M. Cooper, 1969-70 AAHPER president.

# ERIC state-of-the-art papers due

Ten educators have been commissioned by the ERIC Clearinghouse on Teacher Education to write state-of-the-art papers on microteaching, observation systems, preparing teachers to teach Mexican-American children, school-college relationships, and simulation.

Further, a bibliography on school personnel, *A Guide to Selected Documents in the ERIC Collection — 1966-1968,* will be issued in four parts: "Structured Practice in Preparing School Personnel," "Preparing School Personnel for Differentiated Staffing Patterns," "Preparing School Personnel for an Open Society," and "School-College Collaboration in Preparing School Personnel." This historical bibliography will report documents processed by several clearinghouses and will identify documents most relevant to each subject area.

The Clearinghouse is issuing two monthly publications. One is called *ERIC News* and gives detailed information about Clearinghouse activities including forthcoming projects, commissioned papers, and other significant information about teacher education. The second is called *ERIC News Plus* and is a bibliographic guide to documents processed by ERIC.

# Wyoming legislature increases school aid

Adequate financing of the public schools of Wyoming for the coming biennium is a reality, the Wyoming Education Association reported last month. The state's legislature passed a 30.9 percent increase in school support and provided more equalization funds and more leeway in the collection of local school taxes.

The major gains were made via a bill known as the Revised Education Code, which was strongly backed by WEA. The legislation provides an average increase of $1,020 per classroom unit, WEA said, with some districts to receive increases of more than $2,000 per classroom unit.

# Thousands respond to insurance mailing

In the latter part of February, mailing was sent to all NEA members on the Accidental Death and Dismemberment Insurance program sponsored by the NEA Special Services Division.

As of April 4, 1969, 10,195 members responded to the mailing and have enrolled in the program. As of the same date, the total number of members enrolled in the program exceeded 45,000.

"Because the response has been so great, the processing of applications has taken longer than usual. Anyone who mailed in an application with the check enclosed and who meets the membership eligibility requirements is automatically enrolled from the date of postmark on the envelope. They will receive a confirmation as soon as possible," reports Arnold W. Wolpert, director of the NEA Special Services Division.

Dr. Wolpert pointed out that it is not too late to sign up for insurance protection during the summer traveling and high activity months. For information, write to: NEA Special Services Division, 1156 Fifteenth St., N.W., Washington, D.C. 20005.

Professional staffing

# *NEA affiliates seek applicants*

**Nevada State Education Association's** executive director position will be open on June 1; installation of a new appointee is hoped for directly after that date. Qualifications call for a master's degree, a background of public school experience, and association activity in local, state, and national, as well as three years of *paid employment* in an education association. Beginning salary range is $13,000 to $18,000, open to negotiation depending on training and experience, plus fringe benefits (insurance, retirement, sick leave, one-month vacation). Applications must be in this month; interested applicants are urged to contact NSEA immediately. Write: James T. Butler, executive director, NSEA, 151 East Park Street, Carson City, Nevada 89701.

**Pennsylvania State Education Association** has four staff openings which call for the following qualifications: (1) *Director of Legislation*—master's degree; 5 years of experience in education or comparable work, part of which involved contact with governmental officials; preferred age 30 to 50; salary range $15,500 to $19,700 with $700 annual increments. (2) *Assistant Director of Research*—master's degree; 5 years of experience in education which involved some statistical research or comparable work; preferred age 30 to 50; salary range $12,500 to $16,100 with annual increments of $600. (3) *Director of Business Management*—master's degree with graduate or undergraduate studies in business education or administration; 5 years experience in business education or comparable work; preferred age 30 to 50; salary range $15,500 to $19,700 with annual increments of $700. (4) *Assistant Director of Public Relations*—a bachelor's or master's degree with a major in journalism or English; 5 years experience in editorial work or as news reporter or equivalent; salary range $12,500 to $16,100 with annual increments of $600. Write to: Robert E. Phelps, executive secretary, PSEA, 400 North Third Street, Harrisburg, Pennsylvania 17101.

**The Overseas Education Association, Inc.,** seeks applicants for two newly created positions: a full-time executive director and a part-time associate executive director for the Pacific area. The executive director will work out of OEA's offices in Frankfurt, West Germany, to coordinate services to 4,000 members in 325 Overseas Dependents Schools located in 25 countries. Salary range is $12,000 to $15,000, depending on qualifications and experience; fringe benefits, including transportation and shipping of household goods, are negotiable. The part-time associate director will be based in the Far East to coordinate services to members located in the Philippines, Japan, Okinawa, Korea, Taiwan, and Midway Island; a part-time salary of $2,700 is offered. OEA hopes to begin screening applicants this month. Write: to James Norman, president, OEA, Frankfurt American High School, APO New York 09757. (Air mail is recommended).

**Executive directors are sought by nine urban associations:**

**San Diego (Calif.) Teachers Association,** a 5,000-member organization, seeks applications by or before May 15 to fill the executive director position vacated by Bob Simpson, who has joined the NEA staff. SDTA plans to install the new appointee by August 1 and offers a salary range of $16,000 to $22,000. Write to: SDTA, 4470 Park Boulevard, San Diego, California 92116.

**Colorado Springs (Colo.) Teachers Association** is ready to employ its first executive director; its 1,100 membership voted local dues of $37.50 to finance this step. CSTA recently negotiated its first master agreement and seeks a director strongly committed to responsible negotiation. Salary is negotiable. Write to: David L. Reinke, president, CSTA, 1121 East Williamette Avenue, Colorado Springs, Colorado 80903.

**Orange County (Fla.) Classroom Teachers Association** seeks applicants for its newly created executive director position. OCCTA's 2,200 members voted for unification at the same time they voted to employ full-time professional staff. Salary range is $12,000 to $15,000 plus fringe benefits and an expense account. Write to: Mildred S. Dunlap, president, OCCTA, Suite 107, 6990 Lake Ellenor Drive, Orlando, Florida 32809.

**Minneapolis (Minn.) Education Association** seeks an executive director and hopes to fill the position by mid-summer. A salary of over $14,000, in addition to fringe benefits, is planned. Write to: Stanley L. Fure, 6717 Queen Avenue South, Minneapolis, Minnesota 55423.

**Livonia (Mich.) Education Association** will accept applications for the position of executive director up to May 10. Requirements include an M.A.; at least five years teaching experience; activity in local, state, NEA is desirable. Salary range is $14,000 to $16,000 depending on experience and qualifications; an expense account and leased car plus full packet of fringe benefits are provided. Write to: Executive Director Selection Committee, LEA, 15195 Farmington Road, Livonia, Michgan 48154.

**Omaha (Nebr.) Education Association** is now accepting applications for the position of executive secretary and hopes to make an appointment by June 1 with the actual date of assuming duties to be discussed with the appointee. Salary range at present is based on salaries paid senior high school principals in schools with 2,000 or more students (the current level is $15,510 to $17,320); usual fringe benefits are offered plus an additional 6 percent of base salary for retirement benefits. Write to: Joseph Chase, president, OEA, 502 Center Building, Omaha, Nebraska 68105.

**Syracuse (N.Y.) Teachers Association,** a 1,600-member organization, hopes to employ an executive director on or about July 1, and seeks applications by May 1. Salary range is $12,000 to $15,000 plus generous fringe benefits. Write to: Margaret A. Hanley, president, STA, 930 James Street, Syracuse, New York 13203.

**Racine (Wis.) Education Association,** a 1,390-member unified association, plans to employ its first full-time executive secretary effective this June. Qualifications include an earned master's degree or equivalent; at least 5 years experience as a certified public school employee; a background in local association work; negotiation competence; holder of unified professional membership. Salary range is $12,000 to $15,000 plus a full packet of fringe benefits and travel and convention expenses. Write to: Ben Ewers, Chairman, Selection Committee, REA, 1603 Washington Avenue, Racine, Wisconsin 53403.

**Houston (Tex.) Teachers Association,** a 7,000-member organization, seeks an executive director to fill the position vacated by Joe Fisher, who is joining the NEA staff. HTA currently employs a staff including one professional and two clerical employees. Qualifications include a master's degree or equivalent; a background in educational administration and/or public relations; professional association experience; and, if possible, some knowledge of school finance and school law. Salary range is $14,000 to $20,000, negotiable depending upon qualifications and experience, plus fringe benefits. A 3-year contract will be offered. Applicants are urged to write immediately, certainly this month. Write to: HTA, 1209 Jackson Boulevard, Houston, Texas 77006.

**The National Education Association of Shawnee Mission, Kansas** (see story, page 7) seeks to employ a full-time executive director without delay.

The association announces that salary, job description, and fringe benefits are all negotiable and that screening of applicants will begin immediately. Write to: Cecil Denney, president, Suite 300A, Burgundy Building, 7400 West 63rd Street, Shawnee Mission, Kansas 66202.

# NEA's affiliates win 4 victories over union locals

Four NEA affiliates recently reported victories over union groups in representation elections.

In Island Trees, New York, the vote was association 169, union 114. In Paterson, New Jersey, teachers voted 707 to 461 for representation by the NEA affiliate. In Dayton, Ohio, the vote was Dayton CTA 1,820, union 716.

An election in Champaign, Illinois, resulted in the union's winning only 7 percent of the vote, in spite of the fact that more than 30 percent of the teachers signed the union's petition requesting an election. The vote was association 639, union 48.

# current

**What's going on in TV, radio, press, and national magazines**

### Television

*(All times are Eastern)*

**Discovery**—*Sunday, May 4, ABC-TV, 11:30 a.m.* "Pirates and Sunken Treasure." *May 11:* "The Threatened Species." *May 18:* "The Grand Canyon." *May 25:* "Puerto Rico: Americans of the Caribbean."

**The 21st Century**—*Sunday, May 4, CBS-TV, 6 p.m.* "Weird World of Robots." *May 11:* "Can We Control the Weather?" *May 18:* "The Food Revolution." *May 25:* "An Incredible Voyage."

**Hallmark Hall of Fame**—*Friday, May 2, NBC-TV, 8:30 p.m.* "Victoria Regina," with Julie Harris in the title role.

**NET Journal**—*Monday, May 5, NET-TV, 9 p.m.* "A Piece of the Cake." A study of the constructive efforts of business in urban ghettos.

**Kitty Hawk to Paris: The Heroic Years**—*Wednesday, May 7, ABC-TV, 9 p.m.* Saga of the young men who created the early era of flight.

**Animal World** — *Thursday, May 8, CBS-TV, 7:30 p.m.* "Animal World."

**Project 20**—*Sunday, May 11, NBC-TV, 10 p.m.* "Mirror of America." Washington, D.C., is the setting for the re-creation of stirring moments in American history.

**"Comrade Soldier"**—*Friday, May 16, ABC-TV, 7:30 p.m.* News documentary about the Russian counterpart of the young American GI.

**NBC Children's Theatre**—*Sunday, May 25, NBC-TV, 6:30 p.m.* "Little Women," a ballet version of the Louisa May Alcott classic.

**CBS News Special—"Generations Apart"**—*Tuesday, May 20, CBS-TV, 10 p.m.* First of a three-part series examining the attitudes on both sides of the "generation gap." *May 27:* Part II, the "generation gap" in Great Britain, Mexico, and Japan.

**New York Philharmonic Young People's Concert with Leonard Bernstein, "Berlioz Takes a Trip"**—*Sunday, May 25, CBS-TV, 4:30 p.m.*

### Magazines

*(May issues)*

**Atlantic**—"The Affluent Society after Ten Years" by John Kenneth Galbraith.

**Good Housekeeping**—"The Ordeal of Elaine Murphy," by Elisabeth Keiffer. Mrs. Murphy, who had just joined the Arizona Education Association, was accused of furnishing marihuana to a minor. Aid from AEA and from NEA led to her complete vindication.

**McCalls**—"Between Parent and Teenager." First excerpt from a book by Haim Ginott.

**Parents**—"The ABC's of Science," by Mario W. Caprio, assistant professor of biology, Suffolk County (N.Y.) Community College. "The Berkeley Story: Commitment To Integration," by Shirley G. Streshinsky.

**Psychology** — "Post-organizational Man," by Warren G. Bennis, provost of the State University of New York in Buffalo. A look at living conditions in the year 2001. "Organizational Illness," by Chris Argyris of Yale. Man's organizational trend toward deterioration.

**Redbook**—"A Radical New Plan for College Education—Part 2," by Margaret Mead.

## Kansas group adds NEA to name

A newly organized education association in Kansas has named itself after NEA. The association in Johnson County will be known as the National Education Association of Shawnee Mission.

"The name is a reflection of our commitment to a unified profession," said Cecil Denney, president, after the first meeting of the association's 110-member representative assembly.

With 2,200 members, the association is the second largest educators' association in Kansas. The largest, in Wichita, also recently made NEA part of its name. The Topeka Teachers Association and the Kansas State Teachers Association are considering similar action, it was reported.

Johnson County is a suburb of metropolitan Kansas City, Missouri. The NEA of Shawnee Mission was formed as a result of recent legislative action consolidating the 13 school districts of Northeast Johnson County. Ten educators' associations in the district have merged, Mr. Denney pointed out.

"I am sure that NEA of Shawnee Mission has a potential of being one of the most active and influential local educators' associations in the state, the Midwest, and indeed, the nation," said Mr. Denney, who is chairman of the mathematics department at Shawnee Mission South High School.

Other NEA of Shawnee Mission officers are: Dorothy Steele, special reading teacher, president-elect; Bill Strickler, math teacher at Shawnee Mission West High School, treasurer; and Ellen Brunner, clinical consultant teacher, secretary.

*Clinics start them off*

## Florence, Ala., teachers enter politics

A huge banner strung across the meeting room in which the Florence (Alabama) Political Clinic was held, asked in foot-high letters, "If You Don't Care, Who Does?"

Operating on this principle, the Florence Teachers Association, with the help of local citizens, campaigned for and obtained passage of a 5 mill ad valorem tax. Among other education benefits, the tax provided a 10 percent salary increase for teachers.

Next, the teacher group, in teams of three, interviewed candidates for the City Commission to obtain their views on education issues. The FTA determined those who seemed most favorable to education and helped elect three.

Eager to involve more members in political activities, FTA invited state Senator Stewart O'Bannon to speak on "The Teacher in Politics." A week later the group discussed the subject in detail at a follow-up political action clinic.

"Without a doubt," wrote Jesse M. Sandlin, FTA Legislative Committee chairman, "the clinic was the most effective and well-received meeting our association ever conducted. Literally dozens of teachers had an opportunity to express their views . . . and ideas were plentiful and good."

Immediate plans for the FTA include drafting a new questionnaire for the upcoming City Commission race, continuation of Political Action Committee meetings, and preparations for keeping up the momentum.

## Montana legislator-educators form unit

Seven members of the Montana Education Association who are serving in the Montana legislature have formed the Big Sky Legislative Unit of the MEA. The group meets weekly during the term of the legislative session.

Certificates for membership in this unique group have been issued to Sen. Antoinette Rosell (R-Billings), dean of girls at Billings Senior High; and Representatives John Shively (R-Bozeman), former superintendent of the Bozeman Public Schools; William Spahr (D-Great Falls), journalism instructor at Great Falls Senior High; Leland Schoonover (D-Polson), Polson High School American government teacher; D. L. "Ike" Knudsen (D-Glasgow), high school math teacher; William Campbell (R-Missoula), Missoula elementary teacher; and Robert Watt (D-Missoula), former Missoula County High School history teacher. D. D. Cooper, executive secretary of the MEA, is also a charter member of the unit.

Senator Rosell has been selected president of the unit and Representative Shively, secretary-treasurer.

### Virginia teachers give to emergency fund

Members of the former District Two of the Virginia Teachers Association recently contributed $2,100 to the NEA DuShane Emergency Fund. Edward S. Cox, president of the district, presents the check to Mary Ann Scott, director of the DuShane Fund. At left is Clarence E. Arnold, treasurer of the former district; at right is Larry Billups, director of NEA's Mid-Atlantic Regional Office. In presenting the check, Mr. Cox said: "I hope this small check will encourage many other teacher associations to contribute to the fund that has in the past and will continue to fight for the rights of our educators."

## States, NEA develop new PR booklets

A series of booklets on public relations for use by local associations will be published during 1969 as a result of cooperative efforts by the public relations departments of state associations and several units of the NEA.

"The booklets are aimed at building an awareness of the public relations processes and making them an integral part of every local association," according to Philip G. King, director of NEA's Division of Press, Radio, and Television Relations, the unit which will coordinate publication of the series.

The second booklet in the series, *Tips for the PR Chairman for Education Associations*, will be published late this month. The first booklet, *School Finance Campaign Handbook for Education Associations*, was published in early January.

Additional information about the service is available from the public relations departments of state associations or by writing to PR Bookshelf, Division of Press, Radio, and Television Relations, at NEA Center.

## Saskatchewan teachers still negotiating

The Canadian Teachers' Federation has informed NEA that teachers in Saskatchewan province are still "far from agreement on salary levels and other conditions of employment." The federation asks that all teachers applying for positions in Saskatchewan seek information from the province teachers' federation.

Full information is available from the Saskatchewan Teachers' Federation, P.O. 1108, 902 Spadina Crescent East, Saskatoon, Saskatchewan.

## NEA department will provide TV guide listing

NEA's Department of Audiovisual Instruction will provide educators a recommended list of films and other audiovisual aids which may be used in conjunction with the 14 programs selected each semester by *Teachers Guides to Television*. This is the first time the service has been available.

The Teachers Guides, with program offerings from the three major television networks, are published in cooperation with the Television Information Office of the National Association of Broadcasters.

The new film bibliography, which will permit schools to utilize multi-media materials before and after the broadcast, will be prepared under the auspices of the Committee on Evaluation of DAVI and compiled by the Indiana University Audiovisual Selection Department.

A student group performs for a session during the Eastern Division Conference of the Music Educators National Conference in Washington, D.C. Some 50 student groups performed at the conference, which was attended by more than 4,000 educators.

*Beatles vs. Beethoven*

# Conferees probe role of music

More than 4,000 adults and 2,000 student performers attended the Eastern Division convention of the Music Educators National Conference January 31 to February 3 in Washington, D.C. Built around the theme, "Music at the Core of the Curriculum," the four-day program included speeches, clinics, demonstrations, and concerts.

The problems in music education, their causes and possible solutions, were brought out during the conference as participants considered the conflicting interests represented by the Beatles and Beethoven, the general music teacher and the band director, and electronic music and improvisation and traditional music theory.

MENC president, Wiley L. Housewright, in an address to the conferees, noted that students "have successfully resisted our dictates" to bow before the masters. Music educators, Mr. Housewright said, must stop trying to force students to give up their music "in the hope that eventually their taste will coincide with our own." He called for a change in approach, from elitism to cosmopolitanism, which encompasses all kinds of music. Students and teachers alike flounder, Mr. Housewright said, trying to hear with 19th-century ears in a 20th-century world.

One of the demonstration sessions showed how elementary children can be given absolute freedom to explore and improvise "raw sounds." Students in an experimental program in Baltimore created a musical piece by shaking a globe, scratching a pegboard, and sloshing water in a glass. Other children have improvised pieces to describe a trip to an ice cream plant and a ride on a bus —a technique that holds promise for communicating with ghetto children, conferees were told.

H. S. Broudy, professor of the philosophy of education, University of Illinois, said there is a hint of a new realization in the educational atmosphere. The school, he said, has regarded education in the arts as desirable but not indispensable. "The truth of the matter," he continued, "is that our efforts at character education by means of exhortation and courses in citizenship have failed. It is now dawning upon us that we shape character either by conditioning behavior . . . or by stirring the imagination. . . . In other words, one alternative to the State's shaping our feelings from birth is the ordering of our feeling by the images of art."

## *NEA and state association actions regarding unsatisfactory conditions*

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

| Association | District or System |
|---|---|
| • Alaska Education Association | Fairbanks Public Schools |
| • California Teachers Association | Lawndale Elementary School District |
| • California Teachers Association | Richmond Unified School District |
| • California Teachers Association | Ukiah Unified School District |
| • Colorado Education Association | Colorado Public Schools |
| • Illinois Education Association | Edwardsville Community Unit No. 7 |
| • Illinois Education Association | Rock Falls High School Dist. No. 301 |
| • Maine Teachers Association | Lewiston City Finance Board |
| • Maine Teachers Association | School Administrative District No. 34 (Belfast) |
| • Michigan Education Association | Riverview Community Schools |
| • New Jersey Education Association | State Board of Higher Education |
| • Oklahoma Education Association | Oklahoma Public Schools |
| • Pennsylvania State Education Assn. | Erie Public Schools |
| • Texas State Teachers Association | South San Antonio Independent School District |
| • West Virginia Education Association | Monroe County Public Schools |

## Rural educators begin study of new services

The NEA Department of Rural Education has begun a study to identify innovative services to rural and urban youth.

The department mailed 333 questionnaires the first week in February to superintendents of schools with projects in existence for three years under Title III (PACE) of the Elementary and Secondary Education Act.

The questionnaire seeks information as to the characteristics of innovative projects, the sponsoring superintendents, and the affected communities. Comparisons will be made between projects adopted and continued through use of local funds and those discontinued after federal funds expire.

The department plans a publication on innovative services to rural youth.

# *names in the news*

At its February meeting, the NEA Executive Committee made the following appointments: to the Legislative Commission—**Patrick F. Ferrone,** classroom teacher (counselor), Des Moines, Iowa; **John Hafemann,** classroom teacher, secondary level, West Bend, Wisconsin; and **Oliver Ocasek,** classroom teacher, higher education, Northfield, Ohio.

To the Council on Teacher Retirement — **James Slivkoff,** classroom teacher, elementary and junior high, Escondido, Calif.

To the Professional Rights and Responsibilities Commission—**Clyde Kimball, Jr.,** administrator, Atlanta, Ga.; **Joe Sullivan,** classroom teacher, secondary level, Romeo, Mich.; and **Joseph Westbrook,** supervisor, Memphis, Tenn.

To the National Commission on Safety Education—**Richard Ernest Bernstein,** classroom teacher, secondary level, Gaffney, S.C.; **John Callery,** administrator, Bordentown, N.J.; **Kenneth A. Dawson,** administrator, Atlanta, Ga.; **Ramon Himjosa, Jr.,** classroom teacher, secondary level, Brownsville, Texas; **J. R. Rodman,** administrator, Chattanooga, Tenn.; and **Robert Woodward,** administrator, Sacramento, Calif.

To the National Commission on Teacher Education and Professional Standards—**Margaret Grothey,** Laconia, N.H.; **W. C. Meierhenry,** classroom teacher, higher education, Lincoln, Nebr.; **Marguerite Pasquale,** classroom teacher, secondary level, Tucson, Ariz., and **Lois Williams,** consultant, Montebello, Calif.

New president of the NEA Department of Rural Education is **Olin Gresham,** superintendent, Imperial County Schools, El Centro, Calif. He replaces **Noble J. Givíden,** district superintendent, First Supervisory District of Westchester County, Yorktown Heights, N.Y.

New president-elect of the NEA Department of Audiovisual Instruction is **Robert Gerletti,** Division of Educational Media, Los Angeles County Schools, who becomes president in 1970. DAVI president this year is **Lee Campion,** Division of Educational Communications, New York State Education Department.

New president of the Louisiana Teachers Association is **N. James Stafford, Jr.,** principal, Franklinton (La.) High School.

**Mathilda Gilles,** principal of the Richmond School, Salem, Oregon, became president of the National Council of Administrative Women in Education in February. **Frances Hamilton** of the Institute of International Relations at the U.S. Office of Education was elected vice-president.

Missouri Governor **Warren E. Hearnes** paid tribute to **Everett Keith,** executive secretary, Missouri State Teachers Association, for his 43 years "of outstanding leadership and meritorious service to education in Missouri," at the unveiling of Mr. Keith's portrait in special ceremonies held in February at the MSTA Headquarters, Columbia.

**Terry Herndon,** assistant director in NEA's Division of Field Services, will become executive secretary of the Michigan Education Association on July 1, succeeding **E. Dale Kennedy,** who is retiring.

**Wade Wilson,** member of the NEA Executive Committee, was inaugurated as president of Cheyney State College in Pennsylvania this month. Mr. Wilson had been serving as acting president of the college.

**James Finn,** professor of education and director of the Department of Instructional Technology, University of Southern California, died early this month in Los Angeles after suffering a heart attack. Dr. Finn was director of the NEA Project on Instructional Technology in 1962-63.

**Paul R. Hubbert,** former superintendent of schools in Troy, Alabama, became executive secretary of the Alabama Education Association in March.

**Lawrence Walkup,** president of Northern Arizona University, Flagstaff, is now president of the American Association of Colleges for Teacher Education, succeeding **William Engbretson,** Temple University. **Paul Masoner,** dean of the School of Education, University of Pittsburgh, has been chosen AACTE president-elect and will become president at the annual meeting in 1970.

**Richard J. Merrill** has been chosen president-elect of the National Science Teachers Association for 1969-70. He becomes president in 1970-71. Dr. Merrill is consultant in secondary curriculum at the Mt. Diablo Unified School District, Concord, California. NSTA president this year is **Alfred B. Garrett,** vice-president for research, Ohio State University, Columbus, succeeding **Elizabeth A. Simendinger,** biology teacher and curriculum associate, the Wheatley School, Old Westbury, New York.

**Jane Arnold** of Tallahassee, Florida, past president of the Florida Department of Classroom Teachers and currently a member of the advisory council of the Association of Classroom Teachers, NEA, has been elected coordinating vice president of the National Council of State Education Associations.

**Anita Barker Lohr** of Tucson, Arizona, former member of the ACT credentials committee and a past president of the Arizona Education Association, was elected superintendent of Pima County Schools in the November 5 general election.

**Anna Hyer,** director of the NEA Division of Educational Technology, has been appointed to the Panel of Consultants for Media Specialists Programs which will advise the U.S. Commissioner of Education on the administration of the Education Professions Development Act.

**Harold Wigren,** DET associate director, and **Martha Gable,** American Association of School Administrators, have been appointed to an advisory council that will act as a consultant group to the Educational Broadcasting Facilities Program of the U.S. Office of Education. The group will make recommendations on the administration of Title I of the 1967 Public Broadcasting Act.

**Richard Cortright,** NEA Division of Adult Education Service, has been elected to the board of the Joint Council on Educational Telecommunications.

**Donald Conrad,** acting executive secretary of NEA's Commission on Professional Rights and Responsibilities, is now commission executive secretary.

**James T. Butler,** executive secretary of the Nevada State Education Association for the past four years, became associate executive secretary of NEA's Commission on Professional Rights and Responsibilities this month.

# NEA resolutions proposed for vote at 1969 Convention

The proposed NEA resolutions on this and the following pages comprise the Preliminary Report of the Editing Committee of the Resolutions Committee. Neither their form nor content are final. They are subject to change and addition of topics at the Philadelphia Convention.

Because the Resolutions Committee, with representatives from each state, meets only at the annual Convention, the Editing Committee is responsible for preparing the Preliminary Report each spring. In the past, this tentative report has been sent to Resolutions Committee members and alternates and to educational leaders. This is the first time it has appeared in the NEA REPORTER.

The 1968 Representative Assembly directed that the NEA Platform be revised. The Editing Committee undertook this task in the fall and decided to propose a major change. Instead of a Platform and Resolutions, the Editing Committee proposes Continuing Resolutions and Current Resolutions. Continuing Resolutions in the Preliminary Report include material from the Platform plus material of a more permanent nature from 1968 Resolutions. The Current Resolutions are action items.

The Editing Committee will recommend to the Resolutions Committee in Philadelphia, and if accepted, to the Representative Assembly that after initial adoption, Continuing Resolutions would be changed by the Assembly only on recommendation of the Resolutions Committee or its own initiation. The Assembly could then concentrate on Current Resolutions, rather than readopting each year, often without change, resolutions of long standing.

**Resolutions Committee members and delegates are urged to bring this issue of the NEA REPORTER to the Philadelphia Convention. The Preliminary Report on NEA resolutions will not be reproduced in any other form.**

The Editing Committee is hopeful that this wide distribution of the Preliminary Report will permit all NEA members to study the resolutions prior to the Convention and convey their views to their Resolutions Committee members and Convention delegates.

**Preliminary Report**

## THE RESOLUTIONS OF THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

The Charter of the National Education Association states that the purpose and objects of the said corporation shall be "to elevate the character and advance the interests of the profession of teaching and to promote the cause of popular education in the United States."

The purpose and objects of the Association are, therefore, regularly set forth in a statement of resolutions committing the Association to action, upon adoption by the Representative Assembly. The Resolutions Committee defines *resolution* as an expression of the belief or position of the Association or the direction in which it is moving. A resolution calls for interpretation or action by various agencies, including the Association.

Resolutions of a more permanent nature are "Continuing Resolutions." The titles of these resolutions are preceded by the letter "C" and the appropriate number. Resolutions requiring immediate action are "Current Resolutions." Their titles are preceded by the appropriate year and number.

In addition to policy set by resolution, the Assembly may adopt items of new business. Standing Rule 6(j) states: "New business consists of those motions that reflect the will of the Assembly on matters which relate to the operation of the Assembly or programs of action for the Association. Such motions are specific in nature and terminal in application."

## I. CONTINUING RESOLUTIONS

### *A. Education in America*

**C-1. Educational Opportunity for All**

The National Education Association believes that education should be provided from early childhood through adulthood, be suited to the needs of the individual, be nonsegregated, be offered beyond the traditional school day and school year, be offered at public expense, and be required through the secondary school. The individual also must be free to choose, to supplement, or to substitute education in privately supported nonpublic schools.

**C-2. Public Education**

The National Education Association believes that solutions to the problems facing public education must preserve and strengthen the priceless heritage of free public educational opportunities for every American. Any movement that would diminish this vital asset will be opposed by the Association.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in development of our moral, ethical, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education and safeguard the education of all.

The public school system is not expendable.

**C-3. Education in Urban Areas**

(A resolution on this topic will be prepared before the Convention.)

**C-4. Desegregation in the Public Schools**

The National Education Association believes that individual personality is enhanced and the national interest furthered by educational opportunity that involves children, formally and informally, in diverse cultures.

Therefore, each educational institution at any level must seek to eliminate prejudice and bigotry from the public mind; teach and practice democratic principles and support the free society that embodies them; and uphold respect for law, protection of individual rights, and use of democratic processes to effect change. The Association believes that it is imperative that the concept of desegregation take root in the attitudes of each educator.

The Association endorses the decision of the U.S. Supreme Court in Brown v. Board of Education and urges compliance with subsequent federal laws and regulations in this area. The Association recommends that policies and guidelines for school desegregation should be in keeping with the intent and provisions of civil rights legislation and judicial decisions and should be uniformly applicable throughout the nation's schools. It directs its state and local affiliates to seek in all communities adherence to the spirit and the letter of the law.

### *B. Professional Competence*

**C-5. A Competent Educator in Every Professional Position**

The National Education Association believes that each educator should have a broad general education; depth of preparation in special areas; mastery of the knowledge and skills necessary to perform his duties; zeal for continued learning; in-service education; and understanding of professional ethics, professional responsibilities outside the classroom, and the pressing needs of public education.

**C-6. Evaluation and Subjective Ratings**

The National Education Association believes that it is a major responsibility of the teaching profession, as of other professions, to evaluate the quality of its services. To enable educators to meet this responsibility more effectively, the Association calls for continued research and experimentation to develop means of objective evaluation of the performance of all professional personnel, including identification of (1) factors that determine professional competence; (2) factors that determine the effectiveness of competent professionals; (3) methods of evaluating effective professional service; and (4) methods of recognizing effective professional service through self-realization, personal status, and salary.

The Association further believes that use of subjective methods of evaluating professional performance for the purpose of setting salaries has a deleterious effect on the educational process.

The Association believes that the use of examinations such as the National Teacher Examination is an undesirable method for evaluating teachers in service for purposes such as salary, tenure, retention, or promotion. This examination should not be used as a condition of employment of a teacher when the candidate is a graduate of an NCATE-accredited institution.

**C-7. National Council for Accreditation of Teacher Education Programs**

The National Education Association believes in the importance of national accreditation in teacher education and supports the National Council for Accreditation of Teacher Education as the single national agency to perform this function.

The National Council should remain broadly representative of the teaching profession, and the various branches of the profession should be included on the Council and on its committees and visiting teams.

**C-8. Paraprofessional Personnel**

The National Education Association urges local school systems to provide classroom teachers with a supportive staff who will free the teacher from certain nonteaching and routine duties so that he can perform more successfully the primary task of teaching each child.

### *C. Educational Programs Adapted to Individual and Social Needs*

**C-9. Physical Environment for Learning**

The National Education Association believes that the physical environment for learning must keep pace with the growth in the number of students and the changes in methods of teaching and of presenting instructional materials. Schools must be safe, healthful, and attractive. Instructional space must be flexible. Instructional materials and equipment must be provided in sufficient variety to serve all students.

**C-10. The Improvement of Instruction**

The National Education Association believes that a prime responsibility of professional associations is to stimulate significant improvements in the quality of instruction. Much of the responsibility to make educational changes should lie with the teachers through their influence and involvement in democratic decision making in and out of the school.

The Association urges local affiliates to involve members in the development and implementation of programs for instructional improvement and curriculum development relevant to the needs of the students.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions. It encourages school systems to establish learning materials centers.

The Association further recommends that the profession, in cooperation with other interested groups, establish standards of quality that will prevent the distribution and use of inappropriate products.

**C-11. Selection of Materials**

The National Education Association believes that decisions on which school learning experiences will develop a student's talents are best met by a teacher who knows the learner. Teaching quality depends on freedom to make such decisions. Teachers must select instructional materials without censorship. Challenges of the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

**C-12. Cultural Diversity in Instructional Materials**

The National Education Association believes that basic educational materials should portray our cultural diversity and the contributions of minority groups.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of biases to allow students to become familiar with the attitudes and recommendations from various segments of the literary world.

**C-13. Bilingual Education**

The National Education Association calls upon its members and affiliates to seek repeal of state laws prohibiting the teaching of subjects (other than foreign languages) in any language but English and to enact legislation that will provide necessary funds to develop and provide teaching material appropriate for those pupils to whom English must be taught as a second language.

**C-14. Conversion to the Metric System**

The National Education Association believes that a carefully planned effort to convert to the metric system is essential to the future of American industrial and technological development and to the evolution of effective world communication. It supports federal legislation that would facilitate such a conversion.

The Association believes that it is imperative that those who produce instructional materials and those who teach continue to prepare materials and offer instruction in both of the currently used measuring systems so students may successfully participate in the transition to the metric system.

**C-15. Moral and Ethical Values**

The National Education Association believes that an understanding of the American heritage and the traditional values of the American way of life is a goal of teaching and learning in the public schools.

The Association recommends that all educators emphasize through their professional activities, inside and outside the classroom, the application of our moral and ethical values.

The Association also urges that schools make every effort to develop in school-age citizens —through curriculum, programs, and activities—a capacity for moral judgment and a sense of responsibility in both the public and private spheres.

### *D. Financial Support*

**C-16. Basic Financial Support**

The National Education Association believes that public education should be supported from public tax sources to ensure that each pupil has an edu-

*(Continued on next page)*

# Proposed NEA resolutions . . .

*(Continued from preceding page)*

cational program for the highest level he is capable of achieving. This is the only true meaning of equality of educational opportunity. Public tax funds should support schools at all levels for pupils from early childhood through adulthood.

The tax systems of the federal, state, and local governments should share equally in supporting public schools. The total impact of the tax systems supporting schools should be proportionate to the ability of the taxpayers without undue hardship on any one group. No one tax should bear a disproportionate share of the cost. Outmoded and restrictive tax rate and indebtedness limitations should be removed. The tax systems should be continually reviewed to ensure an equitable distribution among individual taxpayers, among school systems, and among levels of government.

### C-17. Federal Support of Public Education

The National Education Association seeks federal support of public education in line with the following principles:

a. That federal programs comply with current civil rights statutes and judicial decisions.

b. That there be substantial general federal support of the whole of public education.

c. That present federal programs of specific aids be continued, expanded, and improved by consolidation and simplification of administration.

d. That further expansion of federal support to education be general in nature, and that these funds be allocated without federal control for expenditure and suballocation by state education agencies.

e. That the amount of aid be generally predictable for long-range planning and specifically predictable for year-to-year planning.

f. That legislation be consistent with the constitutional provision respecting an establishment of religion and with the tradition of separation of church and state.

g. That the legislation contain provision for judicial review as to its constitutionality.

h. That all federally supported educational programs, including those now assigned to other federal agencies (except those programs designed to train armed forces personnel), be administered by the U.S. Office of Education, pending establishment of a Cabinet Department of Education.

### C-18. Professional Salaries

The National Education Association believes that certain factors must be considered in the formula of any salary policy and that no professional group may be overlooked in the establishment of such policies. These factors also apply to salaries for professional service including, but not limited to, summer school, after-school activities, federally supported programs, and research and writing activities.

The Association believes that a salary schedule should—

a. Be based upon preparation, teaching experience, and professional growth.

b. Be expressed through index or percentage guides.

c. Provide a beginning salary to attract capable young people into the profession.

d. Provide annual increments that in no case are less than 5 percent of the bachelor's degree minimum and are sufficient cumulatively to double this minimum within 10 years for professionally qualified teachers with the master's degree, with further salary increases for additional preparation and experience, including the doctor's degree.

e. Be developed through the process of professional negotiation.

f. Permit no discrimination as to grade or subject taught, residence, creed, race, sex, marital status, or number of dependents.

g. Relate salary scales for supervisory and administrative positions to the teacher-salary schedule by ratios that recognize differences in responsibility, length of contract year, and other appropriate factors.

h. Be revised by methods that prevent deterioration in the ratios of maximum salaries, experience increments, and preparational differentials to beginning salaries.

i. Be applied in actual practice in an equitable manner so that teachers are not penalized in changing assignments.

j. Allow full credit for teaching experiences outside the district.

### C-19. Salaries in Higher Education

The National Education Association urges substantial increases in salaries of faculties in institutions of higher education. Institutions of higher education must offer salaries sufficient to attract and retain faculty members of academic excellence.

### C-20. Tax Deductions for Professional Expenses

The National Education Association believes that educators must continuously develop professionally and that expenses incurred to do so are professional expenses and must be uniformly deductible from gross income in the computation of federal and state income taxes. Included in such deductible expenses are those incurred on sabbatical leave or for educational travel when they satisfy employers' requirements for the maintenance and improvement of teaching skills.

### C-21. Teacher Retirement and Social Security

The National Education Association believes that properly planned and soundly financed retirement systems are essential. Benefits should be at least 50 percent of the average of the highest 3 years of salary after 25 years of service. Full vesting should be provided after not more than 5 years of creditable service.

If retirement systems are supplemented by participation in the federal Social Security program, such participation should be wholly in addition to, and not in place of, retirement benefits previously guaranteed by law; must be without impairment of the financial soundness of the existing system; and must be approved in advance by a majority of the active members of the existing system.

The Association supports the principle of eligibility of teachers for Part A of Medicare and seeks legislation to effect it.

The Association calls upon its affiliates to join with it to develop guidelines for programs of preretirement counseling for members.

## *E. Organization and Administrative Services*

### C-22. School District Organization

The National Education Association believes that there is no single pattern for the structure of every school district or every regional or state organization of schools. There are, however, certain criteria that must be met in designing an educational system.

These criteria include at least the following: topography, present and potential pupil population, community characteristics, transportation of pupils, use of existing school facilities, existing school districts, and the capability of providing a comprehensive program of efficient and effective education.

### C-23. Time To Teach

The National Education Association believes that "time to teach" refers not only to those hours during which an educator is in the presence of students but applies to functions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, including time for planning and elimination of the noninstructional tasks required of a teacher. Class size must be adjusted to the particular learning process involved to allow individual attention to each pupil when that is the required mode of instruction. The ratio of the professional personnel serving students should be at least 60 professional staff members per 1,000 students, not including paraprofessionals.

## *F. Employment Practices and Standards*

### C-24. Written Personnel Policies

The National Education Association insists that personnel policies be written and be developed cooperatively by local associations and boards of education where they are, at present, not subject to the negotiation process.

### C-25. Nondiscriminatory Personnel Policies

The National Education Association believes that the criteria for evaluating educators for employment, retention, payment, or promotion are professional competence, successful experience, and ethical practice. Local affiliates must secure and enforce personnel policies and practices that guarantee that no person will be employed, retained, paid, or dismissed because of his race, national origin, religious affiliation, or sex.

### C-26. Equality of Opportunity for Women

The National Education Association insists that all educators, regardless of sex, who are qualified be given equal consideration for any assignment by boards of education. Local affiliates are urged to launch a program to remove existing discriminatory practices against women.

### C-27. Professional Negotiation and Grievance Procedures

The National Education Association believes that local associations and school boards must negotiate written master contracts. Such contracts shall result from negotiation in good faith between associations and school boards, through representatives of their choosing, to establish, maintain, protect, and improve terms and conditions for professional service and other matters of mutual concern, including a provision for financial responsibility.

The Association encourages local affiliates to see that teachers are guaranteed a voice in the establishment of instructional policies. Procedures for mediation and fact-finding in the event of impasse must be included. Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of school board policies and agreements. Binding arbitration shall be a part of the grievance procedure.

Those representing local affiliates in the negotiation process shall be granted released time without loss of pay.

The Association urges the extension of these rights of professional negotiation to the faculties of institutions of higher education.

The Association urges its members and affiliates to seek state legislation that clearly and firmly mandates the adoption of professional negotiation agreements.

### C-28. Fringe Benefits

The National Education Association believes that, in order to attract and retain competent staff, fringe benefit programs should equal or surpass in value and scope those in other professions and occupations requiring comparable preparation and responsibility. These programs should include the items recommended in the Association's current guidelines for fringe benefits.

### C-29. Teachers and National Service

The National Education Association urges that the Selective Service System delay to the end of the school year the induction of any teacher who is drafted during the year.

A teacher whose career is interrupted because he is drafted or who volunteers to fulfill his military obligation should be guaranteed reemployment and other benefits that would accrue if he continued in a position with the school system, such as continued tenure, salary increments, and service credit toward retirement.

## *G. Professional Autonomy and Freedom*

### C-30. Professional Autonomy

The National Education Association believes that the profession must govern itself. Members of the profession, through professional standards boards and professional practices commissions, must set and enforce standards of license, practice, ethics, and competence.

### C-31. Continuing Employment

The National Education Association believes that laws in each state must provide for the continuing employment of educators. Such laws must guarantee to each educator notice, statement of charges, right to a fair hearing, and appeal procedures, before demotion, dismissal, or nonrenewal of contract for good and just cause. The Association urges its affiliates to seek enactment of such laws where they do not exist.

### C-32. Academic Freedom

(A resolution on this topic will be prepared before the Convention.)

## *H. Active Participation in Public Policy Making*

### C-33. Public Guidance and Understanding

The National Education Association believes that professional associations must promote public understanding of education and encourage wide public and parental participation in solving education's problems.

The Association also believes that there must be an interested, informed, and nonpartisan board of education in each school district, which also has a responsibility to promote public understanding of the schools.

### C-34. Civil Rights

The National Education Association calls upon Americans to eliminate by statute and practice barriers of race, national origin, religion, sex, and economic status that prevent some citizens from exercising rights that are enjoyed by others, including liberties defined in common law and the Constitution and statutes of the United States. All individuals must have access to public education, to the voting booth, and to all services provided at public expense.

### C-35. The Teacher as a Citizen

The National Education Association believes that every teacher has the right and obligation to be an informed and politically active citizen. It urges local affiliates to seek written school board policies to guarantee teachers their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office. Provisions should be made to enable teachers to serve in public office without personal loss and without curtailment of annual increments, tenure, retirement, or seniority rights.

Major decisions affecting schools are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of teachers to involve themselves in the selection, election, and reelection of qualified, committed candidates who support the established goals that will provide quality education.

### C-36. Housing for Educators

The National Education Association believes that all educators should be free to reside in the communities of their choice. Local affiliates should lead in breaking down barriers that limit this freedom.

### C-37. Violence and the Mass Media

The National Education Association recognizes the total educative effect of the communication media and calls upon the industry to give close scrutiny to program matter as it reflects and often glamorizes crime and violence.

## *I. Professional Associations*

### C-38. Strong Professional Associations

The National Education Association and its state and local affiliates must enroll all eligible educators to provide a coordinated program of services to teachers and schools and make the profession's influence felt in the community, state, and nation. Members must observe and professional associations must enforce the Code of Ethics of the Education Profession.

The Association supports and encourages the Student National Education Association and the Future Teachers of America.

Associations at all levels must be sufficiently staffed and financed to assist members to implement the goals and policies that they set.

The Association recommends that the rights of professional negotiation be extended to the staffs of professional organizations.

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# Proposed NEA resolutions . . .

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**C-39. Defense of Teachers**

The National Education Association will support any teacher whose professional or political status or rights have been menaced or unfairly restricted. Where legal restrictions prevent teachers from exercising these rights, the Association will support state and local affiliates' efforts to remove such restrictions.

**C-40. Representation on Boards, Committees, and Commissions of the Association**

The National Education Association shall be represented by a majority of classroom teachers on all appointive boards, committees, and commissions that are intended to be generally representative of the interests of educators. In selecting persons to serve, the Executive Committee shall, as terms expire, raise classroom teacher representation to majority status.

**C-41. Organizations of Other Nations**

The National Education Association supports the World Confederation of Organizations of the Teaching Profession and will continue to cooperate with professional education organizations of other nations.

**C-42. Desegregation as Association Policy**

The National Education Association believes that as our school society changes from a multiple system, with groups being segregated because of race, into a system that is integrated without regard to racial lines, there are certain protections and responsibilities that should be afforded to and accepted by members of the organized education profession. Among these are—

**1. Merger of State and Local Affiliates**

The Association believes that every educator has the right to participate fully in the professional association of his choice in any community or state. This right shall not be denied by constitution or practice on racial grounds. The Association notes that all previously segregated associations now affiliated have either merged or are merging according to requirements of the Executive Committee. It commends these associations. It recognizes that much remains to be done to bring legalisms to life. It directs the officers and staff to continue to provide leadership and assistance and charges the Executive Committee to complete the task and intent outlined by Resolution 66-12.

**2. Protection of Minorities in Associations**

The Association calls upon all affiliates to provide avenues for full and complete participation by all members. Members of minority groups should have positions on committees, opportunity to attain leadership, and the right to represent their local and state associations. Each affiliate should adopt policies and/or establish constitutional procedures and structures through which minority groups can express and resolve grievances arising from Association practices. The officers and staff of the NEA should develop procedures for mediation whenever necessary.

**3. Implementation**

Responsibility for implementation rests with the Executive Committee. It shall direct the executive secretary to develop programs of implementation—those that innovate and those that correlate existing activities. The executive secretary shall assign staff responsibilities as needed and shall involve in these efforts all agencies of the Association, its affiliates, and other public and private agencies. Implementation of this resolution shall be a major charge upon every officer and staff member of the Association.

In any region, state, or school system in the United States where educators of more than one race are employed, no unit of the Association shall allocate Association funds for or arrange or engage in any activity, program, meeting, or conference in which the participation of members of minority groups is in any manner impeded.

**C-43. Professional Sanctions**

The National Education Association believes that, when other means for preventing unethical or arbitrary policies or practices that have a deleterious effect on the welfare of the schools have been exhausted, professional sanctions should be invoked. Guidelines that define, organize, and definitely specify procedural steps for invoking sanctions by the teaching profession have been devised. Similar procedural guidelines should continue to be developed for the lifting of sanctions. State and local affiliates and their members should familiarize themselves with these guidelines and with the circumstances in which they are applicable.

The Association calls upon its officers, commissions, committees, staff, and affiliated state associations to apply these guidelines where appropriate and, through the experience of use, continuously to improve them.

The Association urges all boards of education to make provision in their employment practices to accept, without prejudice, applications from individuals from school systems where sanctions or other means of protest are being, or have been, used and to give equal and unbiased consideration of such applicants, when fully qualified, for the position under consideration.

**C-44. Withdrawal of Services**

The National Education Association recognizes that the deplorable conditions in education in some school systems have brought about emergency situations that have forced educators to take drastic measures.

The Association recommends several procedures to be used in resolutions of impasse. They are mediation, fact-finding, voluntary arbitration, political action, and sanctions. The Association believes that these procedures should make the strike unnecessary and recommends that every effort be made to avoid the strike as a procedure for the resolution of impasse. The Association supports efforts by its state and local affiliates to obtain repeal of state laws that prohibit the withdrawal of services.

It recognizes that under conditions of severe stress, causing deterioration of the educational program, and when good faith attempts at resolution have been rejected, strikes have occurred and may occur in the future. In such instances, the Association will offer all the services at its command to the affiliate concerned to help resolve the impasse.

The Association denounces the practice of staffing schools with any personnel when, in an effort to provide high-quality education, educators withdraw their services.

## II. CURRENT RESOLUTIONS

**69-1. Unified Professional Membership**

The National Education Association urges its affiliates to complete unification by 1970-71, so that each member will be provided coordinated support and services from all levels of the organized profession.

**69-2. DuShane Emergency Fund**

The National Education Association believes that the DuShane Emergency Fund provides a sense of security to all educators. Funds should be provided annually from the Association's budget for the continued operation and expansion of the Fund and should be supplemented by contributions from individuals and affiliates.

**69-3. Change of Charter**

The National Education Association Representative Assembly instructs its officers and staff to continue efforts for passage in the Congress of legislation that would amend the Charter of the Association by transferring all duties, offices, and functions of the Board of Trustees to the Executive Committee.

**69-4. Salary Goals**

The National Education Association believes that salaries of educators should compare favorably with incomes in other professions and occupations of comparable preparation and responsibility. Salaries for qualified teachers should begin at $10,500 for the bachelor's degree and range to at least $21,000 in 10 years with the master's degree and continue to increase for career teachers of advanced qualification.

**69-5. Retirement and Teacher Mobility**

The National Education Association urges the enactment of federal and state legislation to enable those who have taught in two or more states to receive retirement benefits substantially the same as they would receive if they retired after a career in one state.

The elements of a joint federal-state program are—

a. Agreement by participating states to provide full vesting of retirement rights after no more than 5 years of service;

b. Agreement by participating states to accept up to 10 years of out-of-state service, not vested elsewhere, the employee to pay his share of costs and the state and federal governments to pay the employer's share;

c. Payment from federal funds to supplement deferred retirement benefits paid to mobile teachers to increase them to a level substantially equivalent to benefits provided nonmobile teachers with comparable years of service.

The Association and its affiliates must move at once to secure the enactment of the necessary state and federal legislation.

**69-6. The Student in the National Education Association**

The National Education Association believes that it is imperative that those who are preparing to teach have a voice in the affairs of the Association. It directs the officers and staff to cooperate with the Student National Education Association to devise a procedure to provide them a voice by July 1970.

**69-7. Voting at 18**

The National Education Association recommends that the right to vote be granted to citizens at the age of 18.

**69-8. Student Involvement**

The National Education Association believes that student involvement is important in shaping better schools, better colleges, and better social institutions. The Association supports the legitimate and responsible efforts of students to participate in school and college governance, to participate in the development of curriculum scope and content, and to regulate their own affairs. It urges educators to be responsive to student concerns and to facilitate continuing dialogue and collaborative efforts with students to achieve greater student involvement.

**69-9. Access to Copyrighted Instructional Materials**

The National Education Association believes that maximum access to teaching materials is of vital concern to every teacher. It recognizes that the present copyright law provides for two parallel sets of rights—the rights of those who create such materials to profit from their efforts and the rights of those who teach to use those materials in teaching.

The Association insists that the public interest requires that the copyright law provide guarantees to teachers and educational institutions to make use of copyrighted materials, recognizing a limited right to copy and record such materials for nonprofit educational purposes, including educational broadcasting and technology.

The Association would prefer to rely on the existing law, unless these objectives are attained in a new copyright law.

**69-10. Federal Professional Negotiation Law**

The National Education Association urges the enactment of a federal professional negotiation law. The law should conform to the Association's policy on negotiation. It should provide that any state that establishes statutory procedures substantially equivalent to those provided by the federal statute would be permitted to operate under its own statute.

**69-11. Home Rule for the District of Columbia**

The National Education Association supports complete home rule for the District of Columbia. Essential components of home rule include increased financing for the schools, a fiscally independent school board, and protection of professional employees' rights.

State and local affiliates should seek from members of Congress support for home rule legislation.

**69-12. One-Man—One-Vote**

The National Education Association believes that the principle of one-man—one-vote must apply at all levels of government including the election of the President of the United States.

**69-13. Tax-Deductible Political Contributions**

The National Education Association supports federal and state legislation to allow tax deductions for each citizen for contributions to political parties and candidates.

**69-14. Fair Housing**

The National Education Association believes that universally applied fair housing practices aid in bringing about a truly universal public education.

The Association urges its affiliates, in cooperation with community agencies, to develop and promote practicable programs to implement fair housing practices in every community and to demand passage of legislation that will ensure to each person the opportunity to reside in the neighborhood of his choice.

**69-15. A Nation Under Law**

The National Education Association believes that civil order and obedience to law must be ensured in every community and school, without abridging human and civil rights. These rights must be protected by judicial procedures that ensure speedy and equal justice under law to all citizens with free legal counsel for the poor and destitute.

**69-16. National Testing and Assessment**

The National Education Association will continue to resist any attempt to transform national assessment results into a national testing program that would seek to measure all students or school districts by a single standard and thereby impose upon them a single program rather than providing opportunities for multiple programs and objectives.

The Association urges that the educational community of classroom teachers, administrators, and school board members at the local, state, and national levels jointly undertake a long-range study of the aims of education in America today and report these aims in concrete terms, thereby making possible the eventual development of educational program objectives that can be adapted by each school so that it can attempt to measure the effectiveness of its own educational efforts. Many of these objectives will necessarily differ from place to place if the needs of the individual pupil are taken into account.

The Association believes that a meaningful program of assessing education can only be accomplished by an organization or agency that is recognized for its credibility, objectivity, competence, or access to competence, and public accountability.

## III. RESOLUTIONS RECOMMENDED FOR DELETION

*(Deletion proposed because the topics have moved beyond the resolution stage to action programs of the Association.)*

**68-9. International Education**

International education is and has been an important part of American education. Improvement of international education is therefore a goal of the National Education Association. To this end federal legislation is needed. The Association urges full implementation of the International Education Act of 1966 and encourages participation by institutions of teacher education.

**68-21. Human Relations Center**

The National Education Association recognizes that tensions existing in community life affect the public schools and educators. It appreciates the tremendous achievements of the NEA Commission on Professional Rights and Responsibilities and its Committee on Civil and Human Rights of Educators in defense of teachers and schools. It is convinced, however, that the broad problems and issues relating to human relations in the public schools and professional associations are of sufficient urgency and gravity to demand a unit and staff empowered to devote full

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## South Seas cruises for credit open to members

NEA and the University of Hawaii are offering two summer-course cruises of 43 days each through the islands of the South Pacific to Australia and back to San Francisco by way of Hawaii. Papeete, a village in Tahiti (above), will be one of the stops. The Matson Line SS Mariposa will sail on June 8 and the SS Monterey on July 3. The courses are given for both graduate and undergraduate credit. The Pacific is examined at first hand with the benefit of interpretation by professors thoroughly familiar with the area. Two courses, Geography of the Pacific Ocean Area and Geographic Exploration and Mapping in the Pacific, will be given on the SS Mariposa cruise. An oceanography course, The Sea, will be given on the SS Monterey cruise. Detailed information on these luxury liner study cruises may be obtained from either NEA Division of Educational Travel, at NEA Center in Washington, D.C., or from the Matson Line Division of Educational Services, 110 Mission St., San Francisco, 94105.

*After NEA Convention*

# Sightseeing tour set for delegates

The ideal way to unwind after the NEA Convention in Philadelphia—an attractive two-day package of sightseeing—has been arranged for the delegates on July 6-8, immediately following the Convention. The tour of New York City and the United Nations is being offered by the NEA Division of Educational Travel. Cost is $39.

Sunday morning, July 6, a chartered motor coach leaves the Benjamin Franklin Hotel and arrives at Hudson River Pier 83 in time for a three-hour cruise around Manhattan Island. During the cruise, a guide will point out the interesting landmarks in the 35 miles of sightseeing, which include the New York City skyline, the Statue of Liberty, and Brooklyn Bridge.

Back on shore a special bus will take participants on a sightseeing trip of Lower Manhattan. This tour includes Greenwich Village, Wall Street, the Bowery, and Chinatown.

The two nights of the tour will be spent at the Commodore Hotel, centrally located in midtown at 42nd St. and Park Ave.

Highlight of the two-day visit will be the special program at the United Nations arranged by the UN Association of the United States. In addition to a guided tour through the UN, a top UN official will talk and meet with the NEA group in the auditorium of the Economic and Social Council. Arrangements have been made for a special showing of a film on teaching about the UN. The entire group is invited to the U.S. Mission to the UN, where a special briefing has been arranged. A packet of basic UN materials will be given to each tour member.

The late afternoon and evening are left unscheduled for shopping or further exploration of the city.

The tour ends Tuesday morning, July 8, when tour members check out of the hotel.

For further information and confirmation of your reservation, write to Mr. Harold Colvin, NEA Division of Educational Travel, at NEA Center. Accommodations for the special NYC-UN tour are limited, he pointed out.

# National PN bill...

*(Continued from page 1)*

professional staff relations, asserted that the legislation is designed to reduce—not increase—the incidence of teacher strikes.

"In our experience," Mr. Chanin said, "teachers are not strike-happy. An examination of the relatively few teacher strikes that have occurred, compared to the substantial number of negotiations that have been concluded peacefully throughout the nation, reveals that the strikes usually resulted from refusal of the school boards to consider reasonable solutions to the disputes.

"When an obstinate school board knows that its position will be sustained by an injunction, there is little motivation for it to try to negotiate a compromise settlement. By giving that small minority of school boards a feeling of uncertainty as to whether an injunction would be issued, the proposed bill would encourage peaceful settlement of disagreement," he said.

The bill provides that the organization representing the majority of the professional employees in a school system be designated as exclusive representative of all such employees in negotiating with the school board.

One important advantage of a federal statute, Mr. Chanin pointed out, is that it would make possible the establishment of national legal precedents in the negotiation field. Presently there is costly and time-consuming case-by-case testing of the same basic issues in various states through the country, he said.

Administration of the law would be by a five-member Professional Employee Relations Commission in the U.S. Department of Health, Education, and Welfare. The members, appointed by the President with Senate approval, would be paid $27,000 a year for the full-time positions, with the chairman receiving an additional $1,500. Headquarters would be in Washington, D.C., but regional offices would also be established to administer the act on a day-to-day basis.

States having negotiation statutes essentially like the federal one could operate under their own law, while states with laws that did not meet federal standards could either strengthen them or come directly under the federal act. More than 15 states have some type of negotiation law—although some are very weak—and nearly as many others are developing bills or have ones pending.

# Proposed NEA resolutions...

*(Continued from preceding page)*

time to problems in this area. It endorses the establishment of the Center for Human Relations and urges that the recommendations of the Task Force on Humans Rights be implemented.

The Association supports continued involvement of its members in giving support and guidance to the staff of the Center in its operations.

**68-24. Certification, Reciprocity, and Accreditation Feasibility Study**

The National Education Association respects the efforts NCATE and others have made toward uniformity and reciprocity of professional certification and accreditation standards and practices of educational institutions throughout the nation. The Association believes that, for maximum improvement in these areas, broad and intensified participation of the teaching profession is essential.

The National Education Association therefore calls upon the National Commission on Teacher Education and Professional Standards to study the feasibility of creating an Office of Certification and Accreditation within the structure of the National Education Association that would have the responsibility to—

a. Establish standards for professional certification and standards for accreditation of teacher-training institutions and school districts on a continuing basis;

b. Maintain a teacher placement service of professionally certificated educators; and

c. Coordinate all activities of the National Education Association that are directed toward the development and application of educational standards for programs, facilities, and performance; and report its findings and recommendations to the 1969 Representative Assembly of the National Education Association.

**68-27. Role of the Representative Assembly**

The Representative Assembly of the National Education Association reaffirms its role as the policy-making body designated by the Charter and Bylaws and also reminds all executive units of the Association that their basic responsibility is to implement the policy and directives of the membership as expressed through the Representative Assembly.

# Secondary athletic directors form council

A National Council of Secondary School Athletic Directors has been formed. The American Association for Health, Physical Education, and Recreation announced formation of the new council during its recent Conference on Secondary School Athletic Administration held at NEA Center.

The new organization has already begun a program aimed at supporting and strengthening the role secondary school athletic directors play in helping to attain the educational objectives of secondary school education. Among the council's purposes are: to improve the educational aspects of interscholastic athletics; to foster high standards of professional proficiency and ethics; to improve understanding of athletics throughout the nation; to provide a national forum for the exchange of current practices and the discussion of evolving trends in the administration of athletics.

# First international mathematics congress set

The first International Congress on Mathematical Education will bring together educators and mathematicians from all parts of the world August 24-30 in Lyon, France. The congress is being organized by the International Commission on Mathematical Instruction.

Main speakers and panelists will be distinguished mathematics educators from all nations. The proceedings of the congress will be devoted to problems of reform and innovation in mathematical instruction at the elementary, secondary, and teacher education levels.

To facilitate participation by its members, the National Council of Teachers of Mathematics is organizing a charter flight from New York to Europe at a reasonable cost. Information on the charter flight and a preconference tour is available from NCTM.

# Illinois educators hold under-30 workshop

The under-30 teacher was the focus of a "Carnival of Relevance" workshop held recently by the Illinois Education Association's Lake Shore Division.

The sessions included discussion groups on such topics as tenure and teachers' rights, teacher dress, the draft, special services of associations, and the values of unified professional membership. A special guest was Vita Bianco, an under-30 teacher recently elected to the IEA board of directors.

# nea reporter

Published by the National Education Association

Vol. 8, No. 5 | May 23, 1969 | 7 | Washington, D.C.


*Provides grants to states*

# NEA $7.75 billion school aid bill introduced

Looking at a bill that could mean $7.75 billion for schools

In the House Office Building after introduction of NEA's general aid bill are (left to right): NEA Executive Secretary Sam M. Lambert; Rep. Edith Green (D-Oreg.), co-sponsor of the bill; Rep. Carl D. Perkins (D-Ky.), chairman of the House Education and Labor Committee and principal sponsor of the bill; and John M. Lumley, NEA assistant executive secretary for legislation and federal relations.

A massive $7.75 billion general education aid bill has been introduced in the House of Representatives by Rep. Carl D. Perkins (D-Ky.), chairman of the House Education and Labor Committee, and Rep. Edith Green (D-Ore.), second ranking Democrat on the committee.

The bill (HR 10833), drafted by the NEA Legislative Commission, provides that, beginning in fiscal year 1971 and extending through fiscal 1975, there will be two types of federal grants to the states.

The first of these will be computed on the simple formula of $100 per school-age child, ages 5 through 17, based on the latest data, and distributed to the states on the basis of relative school population. If fully funded, grants under this section will total somewhat more than $5.25 billion during the first year.

The second grant, a flat $2.5 billion per year, would be distributed to the states on the basis of a per capita personal income factor.

The bill provides that at least 50 percent of the basic allocation to a state be used for improving teachers' salaries. The other 50 percent, plus the state's share of the $2.5 billion equalizing funds, may be used by the state to meet other urgent needs, such as employing additional teachers and teacher aides for summer school and preschool programs, and programs and activities in which children in attendance at private nonprofit schools may participate on a shared-time basis.

In remarks to his colleagues as he introduced the bill, Representative Perkins observed that the legislation, more than half again as large as any education measure yet passed by the Congress, would supplement, not replace, existing federal categorical programs, including the Elementary and Secondary Education Act of 1965.

"The federal government now provides somewhat less than eight percent of the nation's school revenues," Mr. Perkins said, "whereas many leaders in education believe the federal share must rise to at least 25

*(See $7.75 BILLION BILL, page 6)*

# Membership in NEA tops one million for third year

NEA membership has passed the 1 million mark for the third consecutive year. The exact 1968-69 total will not be known until after May 31, but John Starie, director of the NEA Division of Affiliates and Membership, predicts 1,010,000 members this year.

Nineteen states which have exceeded last year's NEA membership are: Alaska, Arizona, Connecticut, Delaware, Kentucky, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Montana, Nebraska, New Jersey, New Mexico, Nevada, Oregon, Rhode Island, Washington, and Wyoming.

Three states—Kentucky, Michigan, and Washington—have each gained more than 3,000 NEA members. All three are unified membership states. The largest numerical gain was in Kentucky, where, in the first year of unified professional membership, NEA enrollment increased by 7,000.

"Clearly," said Mr. Starie, "unified professional membership results in more members not only for the NEA, but for the united teaching profession—local, state, and national." Unified membership will be in effect in 19 states and the Overseas Education Association next year.

"In view of the increased number of unified states, and the number of states which are working toward the adoption of unification, the united teaching profession is beginning a period of rapid and unprecedented growth," he added.

In all, unified membership has been adopted by 22 states. Fifteen additional states have made unification plans.

*Anatomy of a strange election*

# Baltimore school board teams up with union; association challenges illegal partnership

One of the strangest election campaigns on record is nearing its culmination in the city of Baltimore. Election day is June 6.

On the ballot, teachers will appear to be voting for either the incumbent Baltimore Teachers Union (BTU) or the challenging Public School Teachers Association (PSTA). Actually, however, they will be voting for or against a third force not on the ballot—the city's politically appointed school board.

In an astonishing series of actions and statements, the Baltimore School Board has injected itself into the election campaign on the side of the union; used official channels and public resources to assist the union; and erected campaign barriers against the association.

This will be the city's first representation election covered by Maryland's year-old Negotiation Act. Unlike the virtually no-prize 1967 election won by the union, therefore, this election assures the winner of the right to full-scale negotiations. In March, the union signed away such rights for itself for the next two years and the school board hopes to make that stick no matter who wins the election.

PSTA made its negotiation intentions crystal clear as soon as it announced its readiness to enter the contest, early in January. It left no room for doubt that should it win, it would not accept the comfortable "bargaining" deal the school board apparently has with the union.

### Forced to set election date, board unlocks "talks" and "instant contract" is born

On January 30, in a public hearing, PSTA again asked the school board to set an election date. The board took no action. At that time it was 20 months after the 1967 election, but the union still had no contract.

On February 12, however, BTU's negotiating team proudly announced agreement on a contract. It proved to be so poor that it was promptly rejected by the union's executive committee and by teachers who saw it.

As of March 1, new contract talks had gotten absolutely nowhere and no change was expected until the school board's meeting set for March 6.

**Suddenly everything changed. The complete breakdown as of March 1 became complete agreement on March 3. In less than 48 hours, a "new" contract emerged which locked up negotiations on salaries and other budgetary matters for the next two years.**

The only event during these critical hours that offers a clue to the abrupt change was PSTA's telegram to the school board. It announced that over 30 percent of the teachers had signed the petition demanding

*(See BALTIMORE, page 7)*

**PSTA President William Adams: "The school board has no right to pick both sides of the negotiating table. I hope every teacher in Baltimore votes against the school board-BTU team."**

# opinion interpretation

*This page of the REPORTER is devoted to editorial and interpretive material. Readers' letters, preferably brief, will be considered for publication. Opinions expressed in the REPORTER are not necessarily NEA policy, which is set only by Association resolution.*

## A decision for principals

Principals throughout the country are concerned. Their role in the school system and association affairs has become confused and vague. Many feel left out or ignored. Professional negotiations are giving the teachers a voice in determining policies and procedures which were formerly the prerogative of the principal. Principals frequently have no representation in these negotiations.

Some feel that leaving the professional association is the answer. I believe that this is a negative approach which will not produce an answer to the problem.

Principals should work within the association to achieve two primary objectives.

First, the role of the principal has changed, but it has not disappeared. The new role should be studied and principals should be assisted in determining their role in this day of teacher participation. The traditional patterns of operation are dying out. New ones are necessary.

Secondly, the association expertise which has done so much for teachers should be applied to representation for principals. Professional negotiation is here to stay. Teacher participation in decision making will increase. Continued resistance to these factors is a waste of energy.

The principal is the man in the middle and as such is part of the management system and a part of the employee system. NEA can serve principals well in their role as part of the employee system.

A role in negotiations for the principal does not mean any diminishing of the role for the classroom teacher. Teachers recognize the problem principals are having in finding a role in the association, but they expect the principals to provide their own leadership in determining this role.

For its part, NEA has provided negotiation assistance to principals. It will continue to do so. Local associations must make their own decisions on the best way to organize for this representation. Local preferences and state laws have to be considered in determining which way is best.

Principals should have negotiating rights. The principal has has own salary, his own conditions of employment, his own hours, and his own professional concerns. He should have the right to negotiate.

Principals should recognize that they need negotiations. They should also recognize that the best way to achieve successful negotiations, as teachers have proven, is through the combined strength and expertise of their local, state, and national professional associations.

It is a decision for the principals to make and the association to solve.

*—George D. Fischer, NEA president*

## Your role in the new alliance

The one concept that best describes the present focus of those within the Association responsible for the achievement of unity in the teaching profession is that of a new "cooperative enterprise." Joint ventures to serve teachers, conducted through the cooperation of local, state, and national units, are providing the experience needed for creative association programs to serve teachers in the 70's. Leadership at all levels through new efforts at cooperative enterprise will save teacher-members time, trouble, and money.

Organizations all over the country are accelerating the pace to make us one united powerful force. Specifically, state association presidents and local and state representatives to national meetings are demanding:

- An overall strategy to carry out programs that have been agreed to in joint session by local, state, and national leaders and commensurate program budgeting to effectively assess and explain the impact of expenditures to the membership.
- Decentralization of national and state association resources to reduce the clerical costs incurred by local associations on behalf of teachers. (Regionalizing our already established computer operations is an example of such a decentralization.)
- Cooperative training programs for local association leaders to provide, in time of crisis, the best consultant help available. A new effort at preventive maintenance is needed to ward off the problems created when our leaders are not fully prepared in the areas of political action, negotiations, grievance processing, public relations, and improvement of instruction.
- Tying all employees of teacher organizations together in one confederation with special emphasis on permanent service to identifiable local constituencies.

This new alliance, or unified association, can become a reality within the next 36 months. Every one of us responsible for building the only organization that can tie the profession together should now express his will and desire to make this new permanent alliance work.

*—William H. Hebert, executive secretary, Massachusetts Teachers Association*

## Misusing the National Teacher Examination

*. . . The Association believes that the use of examinations such as the National Teacher Examination is not a desirable method of evaluating teachers in service for purposes such as salary, tenure, retention, or promotion. The Association also believes that this examination should not be used as a condition of employment of a teacher when the candidate is a graduate of an NCATE- accredited institution.*—NEA Current Resolution 68-11

Although the National Teacher Examination (NTE) is not, and never has been, intended to test the competency of teachers, and although the Educational Testing Service (ETS), sponsor of the NTE, points this out clearly in all its literature, the NTE continues to be misused by many local and state boards of education across the United States.

While the fault for misuse of the test rests clearly on state legislatures and boards of education, the blame for the nefarious practice of failing to validate high scores upon retest must rest squarely on the shoulders of ETS. In spite of growing evidence that scores can be significantly improved with sufficient grooming, ETS officials still refuse to believe that scores can be improved on retest.

Depite the fact that the NTE is administered under the supervision of ETS officials, ETS will often notify the state or local school district that it is unable to "positively confirm" the validity of a teacher's score. In some localities, the teacher then finds that he has lost his regular teaching certificate, his employment security, and his salary. In any event, his professional reputation is injured because of the unstated implication that he has "cheated" on the test.

In one such case, the North Carolina Department of Public Instruction deprived a teacher of his regular teaching certificate and his salary was reduced from $564 to $300 per month after the ETS failed to either confirm or deny the validity of a passing score he received after earlier failing to meet his state's minimum score requirements.

We were pleased when action by his fellow teachers in Washington County, North Carolina, the North Carolina Teachers Association, and NEA Center for Human Relations staff led to a decision by the State Department of Public Instruction to accept the passing score, resulting in restoration of his teaching certificate, his salary, and the earnings that had been denied to him.

With the expressed opposition of the organized teaching profession, recognition of the inadequacy of the NTE as a measure of teacher competency, and with litigation pending against the misuse of the NTE in North Carolina, South Carolina, and Florida, we wonder just how long educators will continue to permit the misuse of the National Teacher Examination.

*—Samuel B. Ethridge, NEA assistant executive secretary for human relations*

## Affiliates in 48 states aid DuShane Emergency Fund

NEA affiliates representing 48 states (including overseas and Puerto Rico) are actively participating in the current campaign to build up the NEA DuShane Emergency Fund.

NEA's Association of Classroom Teachers, through its affiliates, has campaigned hard on behalf of the fund. Among others, ACT groups in Montana, Oklahoma, and West Virginia have "socked it to 'em" with buttons sold for contributions at delegate assemblies and conferences, while in Washington and Maine ACT members sold medallions and cookbooks.

The National Faculty Association of Community and Junior Colleges initiated its own push for the DuShane Fund.

From New York, a $10,000 check came to the fund as a result of NYSTA's intensive state drive on behalf of teacher rights. In New Hampshire, an every-member mailing was launched, and the Illinois Education Association surpassed all other state associations in working with its local affiliates to translate the needs of the fund into tangible dollar support.

The Delaware State Education Association set a state goal for its members of $15,000. The Overseas Education Association actively rallied its far-flung membership and collected nearly $1,000. Maryland launched an intensive "May Is the Month" campaign, as did California.

The Oregon Education Association is selling $10 shares in the OEA Assistance Fund to its members, while Alabama, Michigan, and Tennessee translated their concerns for teacher rights into $1,000 checks apiece to assist the teachers in Coahoma County, Mississippi, who have continued to teach without pay.

NEA President George D. Fischer strongly urges financial support of the DuShane Fund by every NEA member. "Members of the Association must stand behind the DuShane Fund or it will be unable to meet its commitment to protect the professional and legal rights of all members," he declared.

## *Union strike flops*

AFT's April 3-17 strike for collective bargaining in New Orleans was a total disaster. Though AFT's president joined the 20 AFT organizers in New Orleans and told the press two-thirds of the city's teachers would walk out, the top strike day had less than 20 percent out. When the strike disintegrated, over 100 union members canceled payroll deductions for dues; many voiced resentment of national AFT's taking command; and the local union was split among factions charging "sell out."

## NEA Executive Committee acts

# *Mississippi white association suspended*

Earl C. Funderburk (left) is congratulated by NEA President George D. Fischer upon his appointment as director of a new Special Project on NEA Administrative-Supervisory Services. Mr. Fischer said the appointment was part of NEA's effort to expand its services to school administrators. Mr. Funderburk, a former teacher, coach, and principal, is now superintendent of schools, Fairfax County, Virginia.

On May 6, the NEA Executive Committee suspended the Mississippi Education Association, the predominantly white NEA affiliate in that state.

The action, announced by NEA President George D. Fischer, followed a vote on May 3 of the state association's delegate assembly rejecting a compromise fact-finder's proposal for merger of the black and white NEA state affiliates in Mississippi.

The Mississippi Teachers Association, the predominantly Negro state affiliate, had approved the merger plan at a separate meeting of its delegate assembly at the same time as MEA's meeting in Jackson.

Suspension deprives MEA of important rights and services provided by NEA, including access to publications, films, and materials; loans, grants, and legal counsel; and services of regional and national field staff.

MEA was told that it will be given a hearing in Washington, D.C., on May 23 to show cause why the suspension should not be continued.

The Executive Committee action is in line with a policy adopted by the NEA Representative Assembly requiring that dual affiliates complete merger plans before July 1, 1969.

Arkansas approved a merger plan for its dual associations last April; Georgia and Alabama votes on the matter are imminent. Fact-finding has been completed in Louisiana and North Carolina, which also have dual teacher groups. Official action on the fact-finders' recommendations is pending.

The merger plan rejected last week by MEA would have created a new teachers association with black and white co-officers for a six-year period. A major stumbling block in the merger efforts involved guarantees sought by the smaller MTA, which has about 9,000 members, to ensure that Negro teachers would not be cast as minor partners in the new association.

MEA leaders, representing 15,000 white teachers, apparently were unwilling to go along with MTA demands that would give Negro members equal representation regardless of voting strength.

## Funderburk to direct project on administrative services

Earl C. Funderburk, Fairfax County, Virginia, superintendent of schools, has been appointed director of a new NEA Special Project on NEA Administrative-Supervisory Services. He will assume his duties May 26.

The Special Project was approved recently by the NEA Executive Committee. Its purposes include: exploring the design for a permanent NEA service to administrative-supervisory members; serving as a symbol of the fact that NEA, most of whose members are classroom teachers, also includes administrators; and trying out service programs. These programs might include support for middle administrators at the negotiation table with boards of education; informing administrative members of existing NEA services that would be useful to them; and interpreting, in the field, the NEA program as it affects school administrators.

Mr. Funderburk is chairman of the NEA Committee on Special Services. He was a member of the NEA Board of Directors from 1952 to 1961 and during the last four of those years also served on the 10-member Executive Committee.

*New concept*

## NEA Executive Committee backs staff network plan

The NEA Executive Committee last month unanimously backed the concept of a full network of professional staff with special emphasis on serving local needs. The new idea, built on the belief that association services at all levels should be complementary, would provide maximum services to members for every dues dollar.

The Executive Committee officially adopted a motion saying that if the dues increase passes at the Philadelphia Convention, the staff network concept would receive "high priority in the expenditures of new monies that become available as a result of the increase."

Under the staff network concept, one staff person would be permanently provided for every 1,500 to 2,000 teacher-members. Local associations smaller than that would be brought up to higher membership through accelerated membership promotion or through amalgamation and/or cooperative planning with nearby associations.

NEA and the state associations would devise a formula to provide partnership grants to help local associations afford the added services. NEA, state associations, and local associations would agree on minimal local program standards and on the basic operating structure for local units seeking to qualify for full-time professional staff assistance.

A state and national leadership training federation would be set up to school potential field staff in communications, negotiation, membership promotion, grievance processing, and other high-priority organizational programs.

## News items from around the nation

### Richmond sanctions

National sanctions against the Richmond (Calif.) Unified School District, which has been torn by dissension, were voted by the NEA Executive Committee on April 21.

The sanctions came on the heels of decisive voter rejection of a school levy April 15. Of some 46,000 votes cast, only about 18,000 favored the property tax levy.

### Unification action

On May 10, California Teachers Association's Southern Section voted to unify its membership with NEA, effective September 1970. The Southern Council, which sets policy for the 85,000-member section, voted 239 to 96 for the action.

### Meir lauds NEA

The Honorable Golda Meir, prime minister of Israel and former Milwaukee, Wisconsin, civics teacher, wired congratulations to NEA on the occasion of Teachers-In-Politics weekend, April 11-13.

### Overseas negotiations

The Overseas Education Association, an NEA affiliate, has been recognized as the exclusive negotiating agent for all civilian and supervisory personnel assigned to Department of Defense schools in Japan, Okinawa, and the Philippines. No election was held because 70.9 percent teacher support was obtained via authorization cards.

OEA also has negotiated a two-year agreement to represent DoD teachers in Europe.

### Utah seeks executive

The Utah Education Association is seeking a new executive secretary to fill the vacancy created by the resignation of John Evans, effective July 1. Applications will be accepted until June 2. Salary will be at least $20,000. Applicants should contact John Evans, Utah Education Association, 875 East 5180 South, Murray, Utah 84107. Telephone number is 801-266-4461.

## Colorado Springs chosen for pilot program

Colorado Springs, Colorado, has been selected for an NEA pilot project to explore the role of professional education associations in curriculm, instruction, and personnel development. The instructional improvement project was requested by the Colorado Springs Teachers Association. The project is sponsored by NEA's Professional Development and Instructional Services in cooperation with the NEA Mountain States Regional Office, Colorado Education Association, and the Colorado Springs public school system.

NEA Assistant Executive Secretary Lawrence G. Derthick, who heads PD&IS, predicts the project will have national significance in demonstrating "the value of a broad base of decision-making by teachers in partnership with all other educators involved."

Of special significance in the selection of Colorado Springs was the existence of a joint council to promote cooperative endeavors of the education association, school administration, and school board. Another factor cited was the efficient and cooperative local education leaders.

Members of CSTA and the joint council began the project with a four-day workshop May 17-21.

Colorado Springs is the third area to be designated for a PD &IS pilot project. Previously announced projects are under way in the Las Cruces/Carlsbad, New Mexico, and Pasadena, California, areas.

*nea reporter*

Published monthly from September through May (except December) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C. 20036.

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EDPRESS

**NEA REPORTER** is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.

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## 107th meeting

# Major issues face NEA Convention delegates

Student involvement in educational affairs, sex education, teacher-school board negotiation, voting at age 18—these will be among the subjects covered by more than 50 resolutions to be considered at the 107th NEA Convention June 30-July 5.

Meeting in Philadelphia where NEA originated in 1857, the Representative Assembly will weigh proposals that reflect the turbulence of the times as well as the current problems and aspirations of the education profession.

With many college campuses and some high schools in upheaval, the nearly 7,000 delegates from all parts of the nation will consider a resolution that would endorse greater student participation in school and college governance. It also advocates giving students a greater role in developing curriculum scope and content and in regulating their own school affairs.

A proposed resolution urging written negotiation agreements between teachers and school boards would undergird a recent action of NEA. The Association is backing federal legislation which would require negotiation between school boards and public school teacher organizations, with a provision legalizing teacher strikes after negotiation procedures have been exhausted.

NEA President George D. Fischer rates the legislative proposal of unexcelled importance in the Association's program. Only through negotiation, he declares, can the power between teachers and school boards be more fairly equalized. Mr. Fischer will preside at general sessions of the Convention.

The resolution recommending voting at 18 would also promote another current undertaking of NEA by pledging renewed support by the official governing body of the 1-million-member organization. The Association recently joined about 20 other organizations in forming the Youth Franchise Coalition, a national organization to promote the lowering of the voting age to 18.

A proposed resolution urges completion of unification of NEA affiliates by 1970-71. Thirty-seven states have already unified or planned unification.

Also of intense interest is a proposed by-law change which would raise membership dues at the national level to $25 a year from the present $15.

Another proposal will stake out salary goals for teachers. Last year's resolution set a range of $10,500 for a qualified beginning teacher to $21,000 for experienced teachers.

Among special reports to be delivered at the Convention are ones by the NEA Task Force on Urban Education, a committee concerned with merging of dual affiliates where these remain in a few states and communities, and a committee on the departmental reorganization of NEA.

Members planning to attend the Convention are reminded that all persons, including guests, must register and display their badges to be admitted to any general or business meeting.

Philadelphia Mummers will perform on Classroom Teacher Night

NEA's Association of Classroom Teachers and the Pennsylvania Department of Classroom Teachers will provide delegates to the NEA Convention in Philadelphia with a special Independence Day program featuring the Philadelphia Mummers. To be held on Friday, July 4, at 8:30 p.m., Classroom Teacher Night will bring five award-winning string bands and a fancy brigade of the famed Philadelphia Mummers Parade into Civic Center. Tickets are priced at $2 and may be purchased through presidents of state associations of classroom teachers and executive secretaries of state education associations through June 2. Tickets remaining after this time will be placed on sale at the NEA ticket booth at the Philadelphia Civic Center starting Monday, June 30, at 9 a.m.

## June 30 vote

# Ten candidates seeking classroom teacher posts

Ten classroom teachers have announced that they are seeking offices in the Association of Classroom Teachers for 1969-70.

This number may have increased by the time the election takes place at the ACT Representative Assembly, June 30, in Philadelphia. A classroom teacher may announce his candidacy at any time. No advance notice is required.

Contending for the office of president-elect are Benson M. Thomas of Waterford, Pennsylvania, and Donald F. Wilson of Parma, Ohio. Mr. Thomas is past president of the Department of Classroom Teachers of the Pennsylvania State Education Association. Mr. Wilson, currently ACT vice-president, is a past president of the Parma Education Association.

Candidates for vice-president are Ruby Gainer of Pensacola, Florida, and Roscoe Keeney of Cedar Grove, West Virginia. Mrs. Gainer is a member of the ACT advisory council. Mr. Keeney is president of the West Virginia Classroom Teachers Association and chairman of the ACT resolutions committee.

Seeking the office of secretary are Clymathes B. King of Jackson, Mississippi, and Birnadine Mack of Boulder, Colorado. Miss King is past president of the Department of Classroom Teachers of the Mississippi Teachers Association. Mrs. Mack is past president of the Colorado Association of Classroom Teachers.

Running for Southeast regional director is Evelyn Fuller of Birmingham, Alabama, past president of the Division of Classroom Teachers of the Alabama Education Association and former AEA vice-president.

Candidates for South Central regional director are Norman Bennett of Sherman, Texas; Tommy Fulton of Midwest City, Oklahoma; and Harry Wilson of Denton, Texas. Mr. Bennett, past president of the Sherman Classroom Teachers Association, is currently serving on the 1969 ACT resolutions committee and on the state board of the Texas Classroom Teachers Association. Mr. Fulton is vice-president of the Oklahoma Education Association. Mr. Wilson, incumbent South Central regional director, is past president of the Fort Worth Classroom Teachers Association.

# Classroom teachers sessions open June 29

The Association of Classroom Teachers' Representative Assembly will get under way on Sunday, June 29, a day earlier than the official opening of the NEA Convention in Philadelphia. The assembly will meet in four sessions—one on Sunday afternoon, June 29, and three on Monday, June 30.

ACT registration will be open from 9 a.m. to 5 p.m. on Sunday and from 9 a.m. to 1 p.m. on Monday.

Most ACT activities during the Convention will take place in the Philadelphia Civic Center. The ACT headquarters hotel will be the Warwick.

Classroom teacher activities during Convention week are as follows:

**Advisory Council Meeting**—Hotel Warwick, Washington Room, Saturday, June 28—2 to 5 p.m.

**Open Hearing on ACT Resolutions**—Philadelphia Civic Center, Auditorium, Sunday, June 29—10 a.m. to 12 noon.

**Open Hearing on Amendments to ACT Constitution and Bylaws**—Philadelphia Civic Center, Auditorium Ballroom (third floor), Sunday, June 29—10 a.m. to 12 noon.

**Open House**—Sheraton Hotel, Grand Ballroom, Sunday, June 29—7 to 8:30 p.m. Candidates for ACT offices will be presented. Guests of honor will include 1969 Hilda Maehling Fellows and finalists in the National Teacher of the Year program. Convention delegates and guests will be welcome.

**Classroom Teacher State Caucuses**—(See official program for locations of state meetings.) Monday, June 30—7:30 to 10 a.m.

**ACT Representative Assembly**—Philadelphia Civic Center, Auditorium, Sunday, June 29—2 to 5 p.m.; Monday, June 30: morning session—10:30 a.m. to 1 p.m.; afternoon session—2:30 p.m. to 5 p.m.; evening session—7:30 p.m. to 10 p.m.

**Joint Program of ACT and Association for Student Teaching**— Philadelphia Civic Center, Room 226, Tuesday, July 1—2 p.m. "Classroom Teachers: Partners in Student Teaching" will be the theme of this program. Open to all persons who work with or have worked with student teachers, the meeting will focus on the concerns of classroom teachers who supervise student teachers. Consideration will be given at the session to existing and future programs.

**Advisory Council Meeting**—Philadelphia Civic Center, Registration Plaza (rear of ticket sales booth), Thursday, July 3 (following morning session of NEA Representative Assembly). State presidents and advisory council members will discuss mutual problems and interests.

**Classroom Teacher Night**—Philadelphia Civic Center, Auditorium, Friday, July 4—8:30 p.m. (Details in the photo caption at the top of this page.)

## Convention Report

No issue of the NEA Reporter will be mailed following the Philadelphia Convention. Instead, the Reporter staff will prepare and the NEA Publications Division will distribute an *NEA Convention Report*, an in-depth words-and-photos summary of the 1969 Convention.

The Publications Division will also prepare a color-sound filmstrip, *NEA Convention Highlights*.

Members may place advance orders for the *Convention Report* and for the filmstrip by using the coupon at right. Both will be ready for mailing by August 19, but members are asked to indicate on the coupon when the materials are needed.

cut here and mail

**TO: Publications—Sales Section**
**National Education Association**
**1201 Sixteenth Street, N.W.**
**Washington, D.C. 20036**

Please send me:

—— copies of the NEA Convention Report ($1 a copy, Stock No. 381-11876)

—— Copies of the NEA Convention Highlights filmstrip with taped narration and one copy of the printed Convention Report ($6, Stock No. 388-11874)

All orders for $2 or less must be accompanied by payment. Shipping charges added to billed orders. Discounts on quantities of the same item: 2-9 copies, 10 percent; 10 or more, 20 percent.

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# 1969 candidates running for NEA offices

## HELEN BAIN

**For Vice-President (President-Elect)**

Helen, a Nashville inner-city classroom teacher, has served two terms on NEA's Executive Committee. President Johnson appointed her to the Title III Advisory Council.

A founder and past president of the Nat'l. Council of Urban Education Associations, she served on NEA's Task Force on Human Rights; is a member of NEA's Compliance Committee on Assn. Mergers, and consultant to NEA political action clinics. With her teacher husband, she helped organize Nashville's Citizens and Politics, a political action committee.

Helen spearheaded unification of four associations; Tennessee's first local executive-director resulted. Founder-president of Nashville's Retired Teachers Apt. Corp., she coordinated construction of a 14-story complex; chaired Nashville's Senior Citizens' Housing Committee.

*Education:* B.A., Peabody College; M.A., University of Michigan.

## JANET DEAN

**For Vice-President (President-Elect)**

Janet Dean is president of the 8,500-member Dade County CTA, Miami (2nd term), and of Natl. Council of Urban Education Associations. She serves on the NEA Committee on Resolution of Impasse and chairs the NEA Task Force on Local Association Structure. Recognized nationally for her appearances on news media, Janet is a veteran developer of improved salary schedules, professional negotiation agreements, legislative programs, desegregation activities, and improved discipline policies.

Long an advocate of political rights for educators, civil and human rights, and a national retirement system for teachers, Janet plays an active role in community affairs and has served on the graduate school faculty at Barry College, Miami.

She received the NEA Human Rights Award in 1967 for creative leadership in education and is listed in *Outstanding Young Women of America.*

## MARTHA DELL SANDERS

**For Vice-President (President-Elect)**

Martha Dell Sanders has been president this year of the Kentucky Education Association while remaining prominent on the national scene as Southeast Regional Director of NEA-ACT.

When president of KEA's Dept. of Classroom Teachers, she got wide attention in 1966 as leader-spokesman for KEA Professional Protest Day, which helped win big legislative gains for teachers. She was then a member of the governor's Commission To Help Education.

Member, NEA Task Force on Human Rights; member, Natl. Council of State Education Associations; National Council of Teachers of English linguistics consultant; 1966 Kentucky Teacher of Year.

Classroom teacher, 15 years; currently on leave to head Paducah schools' professional improvement program; B.S., work toward M.A., Murray State University, where she met her educator husband. They have two sons.

## RUTH TRIGG

**For Vice-President (President-Elect)**

*Education:* B.Ed., Illinois State; graduate work, SIU and Washington U., Missouri.

*Experience:* NEA-ACT president (1968), executive committee, vice-president, secretary, forum chairman; WCOTP representative, Dublin; NEA-PR&R investigating team, Kenosha, Wis.; president, Illinois ACT; TEPS Commission; president, Cahokia CTA; Cahokia Chapter Exceptional Children.

*Honors: Who's Who of American Women; Who's Who in the Midwest; Dictionary Int'l. Biography,* London; aide-de-camp to governor, New Mexico; Arkansas Traveler; hon. citizen, Texas.

*Personal:* Widow; teacher 20 years in primary, special, and university; currently teacher of children with learning disorders, Barrington, Illinois.

*Memberships:* NEA Life; IEA; Barrington Teachers Association; Roslyn PTA; McHenry County Historical Association; Delta Kappa Gamma; CEC.

## THELMA F. DAVIS

**For Executive Committee**

1964 NEA Department of Classroom Teachers president, Thelma Davis, served a term (1966-68) on the NEA Executive Committee and was for two terms president of the Georgia Association's Department of Classroom Teachers.

A classroom teacher for more than 25 years, Mrs. Davis, who received her B.A. and M.Ed. from Mercer University in Macon, Georgia, is now a reading specialist for the Griffin and Spaulding County (Ga.) Schools. She has held many offices and committee posts in her local association and has been a member of many NEA committees. As an NEA delegate, she attended the WCOTP assemblies held in Ethiopia, Canada, and Ireland.

Mrs. Davis is a life member of NEA and the Georgia Congress of Parents & Teachers and an honorary life member of the Georgia School Boards Association. She serves on the GEA-TEPS.

## HELEN KRAUSE

**For Executive Committee**

Helen Krause is now completing her first term on the NEA Executive Committee. During those two years, as always, she has spoken straight from the shoulder. What she has said has been based on very thorough homework. Her opinions are respected because they are based on fact, not fantasy. Above all else, she makes sense. She uses her experience to take a clear view of the future.

She has traveled much of the country. She has listened to large numbers of her fellow teachers. She knows the problems. She has demonstrated the courage, integrity, and intelligence to deal with them.

Her vital statistics include:

President, Nebraska State Education Association.

President, Lincoln Education Assn.

NEA delegate, 10 years.

Service on a multitude of national, state, local, and ACT committees.

## ELIZABETH McGONIGLE

**For Executive Committee**

As a director of the National Council of State Education Associations and as a member of her local association's negotiating team, "Libby" McGonigle is heard today speaking out on the educational and social issues confronting our schools. Fifth grade teacher Libby, immediate past-president of the New Jersey Education Association, currently chairs a committee planning major expansion of NJEA's programs and services.

In addition to membership on many NEA, NJEA, and local committees, Libby has been a member of the U.S. Commissioner of Education's Committee on Training Teachers of Teachers, of her governor's task force on adult education, of her mayor's committee for model city planning.

Among the many honors given to Libby is the Distinguished Service to Education Award, bestowed by Glassboro State College, her alma mater.

## DORIS D. RAY

**For Executive Committee**

*Education:* B.A., Wayne State; M.A. degrees, Clark & Columbia universities; graduate work, universities of Colorado and Alaska.

*Teaching experience:* Classroom teacher for 16 years; formerly in Colorado and in Bureau of Indian Affairs and public schools in Alaska; presently a high school social studies teacher serving in Fairbanks.

*Experience:* Mrs. Ray has served on the NEA Board of Directors, NEA Resolutions Committee, Alaska Education Association Executive Committee, Alaska TEPS Commission, and in leadership positions at state and local levels.

She is a life member of NEA and a member of Delta Kappa Gamma.

Doris considers social justice for all Americans, vitalization of the educational process, and improved economic and professional status of classroom teachers major goals of NEA and, if elected, will work to achieve them.

## Standing Rule 10

NEA Standing Rule 10, on "Advance Filing and Publicity," makes the following provisions:

"Individual members or affiliates of the NEA planning to nominate a person for vice-president, treasurer, or member of the Executive Committee may file their intention in writing with the Executive Secretary of the NEA, along with a statement of consent of the candidate and picture and biographical data of the candidate.

"The Executive Secretary of the NEA shall cause to be published in the *NEA Journal* and NEA REPORTER a picture and biographical statement of each candidate who has the endorsement of his state association and/or an affiliated Department within his state, and who has filed and presented such data by March 1. . . . "

*Above, the* REPORTER *presents pictures and biographical statements (submitted by their sponsors) of candidates for vice-president (president-elect) and for two seats on the Executive Committee, whose sponsors have met the requirements stipulated in Standing Rule 10.*

## Day-by-day events of the Philadelphia Convention

**MONDAY, June 30**

8:45 A.M. Educational Secretaries
9:00 A.M. NEA Registration and Exhibits Open
Consultant Services open
School Nurses
9:30 A.M. Administrative Women
10:00 A.M. Rural
10:30 A.M. Classroom Teachers
Home Economics
1:00 P.M. Driver and Traffic Safety
2:30 P.M. Admin. Women
Women Deans and Counselors

**TUESDAY, July 1**

7:30 A.M. State Breakfasts
8:00 A.M. State Meetings
9:00 A.M. School Nurses
10:00 A.M. NEA Open Hearings: Bylaws and Rules, Budget, Resolutions
1:30 P.M. Business Education
Mathematics
2:00 P.M. Art Education
EKNE
Exceptional Children
AAHPER
Industrial Arts
Music
Science
Student Teaching-Classroom Teachers
2:30 P.M. Adult Education
Foreign Languages
School Public Relations
Social Studies
Speech
2:50 P.M. Audiovisual Librarians
3:30 P.M. Journalism
7:30 P.M. First General Meeting

**WEDNESDAY, July 2**

7:30 A.M. State Breakfasts
8:00 A.M. State Meetings
10:00 A.M. First Business Meeting
2:00 P.M. National Faculty Assn.
Higher Education Project
Public Relations
2:30 P.M. Copyright
Human Relations
Media and the Inner City Learner
NEA Workshops
Special Services
Task Force on Urban Education
2:35 P.M. Educational Technology and ACT
4:30 P.M. Evaluation of Local Associations
7:30 P.M. Second Business Meeting
10:00 P.M. Friendship Party

**THURSDAY, July 3**

9:30 A.M. Third Business Meeting
1:00 P.M. Citizenship Lunch
2:00 P.M. Commissions, Committees and Council:
Educational Finance
Legislation
Teacher Retirement
2:30 P.M. Educational Travel
International Relations
Local Association Workshops
NEA-American Legion, Educational Publishers, Congress of Parents and Teachers, School Boards
NEA-Magazine Publishers
Ethics
Professional Rights and Responsibilities
Teacher Education
3:00 P.M. NEA-American Medical Association
8:00 P.M. Fourth Business Meeting

**FRIDAY, July 4**

7:30 A.M. State Breakfasts
8:00 A.M. State Meetings
10:00 A.M. Fifth Business Meeting
1:30 P.M. Sixth Business Meeting
5:00 P.M. Registration and Exhibits Close

**SATURDAY, July 5**

8:00 A.M. NEA Balloting Opens
10:00 A.M. Seventh Business Meeting
2:30 P.M. Eighth Business Meeting
3:30 P.M. Polls Close
8:00 P.M. Ninth Business & Second General Meeting
10:30 P.M. Party for Officers

*Take case to Congress*

# 60 education groups press for full funding

More than 60 organizations representing education interests at all levels have joined in a mutual effort to obtain adequate appropriations for federal legislation.

The Emergency Committee for Full Funding of Federal Education Programs will present its case to the Congress through Arthur S. Flemming, former Secretary of Health, Education, and Welfare. Mr. Flemming will be assisted by a coordinating staff headed by Charles Lee, former professional staff member of the Senate Education Subcommittee.

John M. Lumley, NEA assistant executive secretary for legislation and federal relations, served as chairman of the planning committee for the group. Inviting the educational community to join in the funding effort, Dr. Lumley declared that the single overriding issue in federal aid to education this year will be the level of funding for existing programs.

"No bold new legislative proposals are expected," he said. "Rather, the Bureau of the Budget is reportedly recommending cuts of $600 million or more from present federal education programs.

"Even if the Nixon Administration were to accept the Johnson requests, appropriations would fall short of authorized amounts and federal support would be just as inadequate in fiscal 1970 as it was in 1969."

To counter this problem effectively, the Emergency Committee will bring its influence to bear on Capitol Hill in concert.

The steering committee, chaired by Stanley J. McFarland, assistant to Dr. Lumley, consists of NEA, the American Council on Education, the American Library Association, the American Federation of Labor-Congress of Industrial Organizations, the Impacted Aid Superintendents, the Division of Elementary and Secondary Education of the U.S. Catholic Conference, and the National School Boards Association.

**Dirksen sponsors NEA charter revision bill**

Sen. Everett McKinley Dirksen (right) confers with NEA Executive Secretary Sam M. Lambert about a Senate bill to amend the Association charter to permit transfer of the responsibilities and functions of the Board of Trustees to the Executive Committee. The transfer, requested by the NEA Representative Assembly, requires Congressional action. The Illinois Republican is Senate sponsor of the bill.

*San Diego-Seattle-Tacoma*

# Teachers win TEPS awards

Teachers in San Diego, California, and in Seattle and Tacoma, Washington, are recipients in the 1969 TEPS teacher award projects.

Three teachers in San Diego have received the $2,000 award —one for $1,000 and two for $500 each. The award-winning teachers in Seattle have been selected and will be announced in the next few weeks. The project in Tacoma is just getting under way.

In its second year, the TEPS award project provides direct aid to creative teachers in inner-city areas. It is funded by the Sears Roebuck Foundation and sponsored by NEA's National Commission on Teacher Education and Professional Standards, in cooperation with the California Teachers Association and the TEPS Commission of the Washington Education Association.

In San Diego, a district mathematics resource teacher, George R. Vojtko, won the $1,000 first-place award by developing a series of diagnostic tests which identify the strengths and weaknesses of the students.

The two $500 winners are: a fourth grade teacher, Claire Lea Rivera, who devotes two or three Sundays a month to taking small groups of her students on "mini field trips" concluding with dinner; and Thomas H. Watts, a teacher of the educationally handicapped, who designed an intensive scientific training program to motivate inner-city children in scientific activities and to broaden their interests.

TEPS is planning a publication which will describe the 1968 award-winning projects. The 1968 awards of $1,000 each went to four teachers in Seattle and San Francisco. The Seattle winners were given an additional $500 each to continue their projects.

Seattle winners were: Doris Katz, a high school family relationships teacher who capitalized on a ready-made laboratory situation in a nearby Head Start program by bringing child development to life for her students; and Aileen Frobing, a kindergarten teacher who, in cooperation with researcher Mary Jane Redcay, found a way to aid children with language deficiencies and poor listening skills.

The San Francisco winners were: Fern Kelly, who devised an intercultural approach to education of foreign-born students; and Gerald Buckley, a remedial reading teacher of 7th and 8th graders, who through his "environmental photography" motivated his students into speaking and writing about the subjects in the photos.

## Human rights awards dinner

The annual human rights awards dinner, sponsored by the NEA Center for Human Relations, will be held on June 30, the first day of the NEA Convention in Philadelphia. A reception precedes the dinner, which begins at 6:45 p.m.

Members may make advance registrations for the dinner by writing to the NEA Center for Human Relations, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. Tickets ordered on or before June 15 cost $8.50; after that, $10. Checks should be made payable to "The NEA Center for Human Relations."

## $7.75 BILLION BILL. . .

*(Continued from page 1)*

percent within a few years.

"I cannot emphasize too strongly that this bill would broaden the scope of educational opportunity within the states while protecting the essential authority of the states. I believe that Congress has an obligation to restructure spending priorities in such a way as to relieve the strain on state and local taxation resulting from ever-increasing demands on our school systems."

In a companion measure, identical to HR 10833, Rep. Arnold Olsen (D-Mont.) stressed that the bill would help relieve the critical shortage of qualified educational personnel. "I have watched many fine young men who were truly great teachers be forced out of this profession simply because they could not support their families on a teacher's salary," Representative Olsen said.

## Status of major federal education bills as of May 12, 1969

**NINETY-FIRST CONGRESS—FIRST SESSION**

| Bill | House | Senate | Provisions |
|---|---|---|---|
| General Education Assistance Act of 1969 HR 10833 | In Committee | | NEA bill to authorize payments of $100 per school-age child to the states for increasing teachers' salaries and meeting other urgent needs. Bill provides additional $2.5 billion for poorer states. |
| Professional Negotiations Act for Public Education, 1969 S 1951 | | In Committee | Establishes a Professional Education Employees Relations Commission in HEW to mediate disputes between school boards and teacher organizations. Authored by NEA, bill provides recourse to Commission should either side refuse to negotiate. |
| Elementary and Secondary Amendments of 1969 HR 514 | Passed April 23 | | Extends ESEA through fiscal 1972. Consolidates ESEA Titles II and III and NDEA Titles III and V-A under $1 billion authorization. Amends PL 874 to add new "C" category, children who live in public housing. |
| Elementary and Secondary School Construction Act of 1969 HR 517 | Hearings in progress | | Provides grants for construction of elementary and secondary schools and supplemental education centers, on the basis of poverty concentrations and/or sudden increases in school population. |
| School Lunch Amendments HR 515 | Passed March 20 | In Committee | Amends National School Lunch Act of 1946 and Child Nutrition Act of 1966, establishing uniform criteria for eligibility; requires states to provide at least 4% of the state matching requirement (3-1) from state tax revenues for FY 1971 & 1972, adding 2% each year until such revenues make up 10% of matching requirement. |
| Special Milk Program for Children HR 5554 | Passed May 6 | | Makes special milk program permanent, with authorization of $125 million annually. |
| Economic Opportunity Amendments of 1969 HR 513 | Markup in progress | | Extends the Economic Opportunity Act through fiscal 1975 and provides for more adequate lead time, planning, and evaluation. |
| Labor-HEW Appropriation FY 1970 | Hearings in progress | | Provides operating funds for U.S. Office of Education and antipoverty programs. |

# current

What's going on in TV, radio, press, and national magazines

### Television

*(All times are Eastern)*

**Discovery**—*Sunday, June 1, ABC-TV, 11:30 a.m.* "Chicago: America's Inland Seaport." *June 8:* "Nature's Adaptations." *June 15:* "Hawaii, Land of Volcanoes." *June 22:* "The Peace Corps." *June 29:* "The Backyard People and the Bigtop Crew."

**The 21st Century**—*Sunday, June 1, CBS-TV, 6 p.m.* "Games Futurists Play." *June 8:* "Surviving in Space." *June 15:* "Tomorrow—Today." *June 22:* "The Wild Cell." *June 29:* "Stranger than Science Fiction."

**D-Day Revisited**—*Sunday, June 1, ABC-TV, 8 p.m.* Special marking 25th anniversary of the Allied assault.

**Summer Focus:** "Time for Americans"—*Monday, June 2, ABC-TV, 7:30 p.m.* "War In the Mideast." *Thursday, June 5, 10 p.m.* "Abortion." *Thursday, July 3, 10 p.m.* "'It Can Be Done." *Monday, July 7, 7:30 p.m.* "Welfare." *Sunday, July 13, 4 p.m.* "Are Doors Opening?" *Sunday, July 27, 4 p.m.* "Education and the Negro."

**CBS News Special**—"Generations Apart"—*Tuesday, June 3, CBS-TV, 10 p.m.* Part III—"Youth International."

**Animal World**—*Every Thursday, CBS-TV, 7:30 p.m.*

**Twenty-First Annual Television Academy Awards**—*Sunday, June 8, CBS-TV, 10 p.m.*

**NBC Children's Theatre**—*Monday, June 23, NBC-TV, 8 p.m.* "As I See It." Examines, through the medium of film, the mind of a child.

### Magazines

*(June issues)*

**Atlantic**—"Black Studies: Trouble Ahead," by Eugene Genovese. "Berkeley—In the Age of Innocence," by John Kenneth Galbraith.

**Family Circle**—"How To Talk to Your Teen," by Helen Bottel.

**Look** *(May 27)*—"Why San Francisco State Blew Up: We Needed a Revolution," by Leo Litwak. "An Arrogant Minority Victimized the College," by John H. Bunzel.

**McCall's**—Part 2, "Between Parent and Teenager," by Haim Ginott. "How Honorable Are Honorary Degrees," by Susan Braudy.

**Parents** *(June)* — "Should Your Child Go to Summer School?" by Robert H. Woodroof. "Mom in the Driver's Seat," by Jean S. Peters. How one town solved the bus driver shortage. *(July)*—"Mathematics for the Very Young." Teaching the basic concepts of math to preschool children. *(August)*—"Poetry Is the Natural Language of Children," by Nancy Larrick.

**Psychology Today**—"Danger in the Group," by Everett Shostrum. Warns of the inherent dangers to be found in group encounters headed by untrained leaders. "Learning Under Drugs," by Donald Overton, Eastern Pennsylvania Psychiatric Institute.

**Reader's Digest**—"Is Your Child's School Safe?" by Don Wharton.

**Redbook**—"A New Breed of Women," by Ardis Whitman. About the college women of today.

**Seventeen** — "Coeducation: The Walls Are Tumbling Down," by Roul Tunley.

# Conference plans set by classroom teachers

The 1969 Classroom Teachers National Conference of the Association of Classroom Teachers, NEA, scheduled July 6-18 at West Chester (Penna.) State College, will feature two workshops—an in-depth study program titled "Schools for the 70's and Beyond" and a leadership training laboratory.

The first workshop is being planned in cooperation with the NEA Center for the Study of Instruction; the second, with the assistance of the National Training Laboratories Institute for Applied Behavorial Science.

The first session of the conference on Monday, July 7, will include an address by George Fischer, NEA president.

Ole Sand, director of the NEA Center for the Study of Instruction, will give the keynote speech for the first week's sessions. Later, conferees, working in small groups, will discuss and make recommendations regarding classroom teacher involvement in the development and implementation of the "Schools for the 70's" program, which will be the basis of a publication by CSI.

Tuesday's program will be devoted to individualized instruction. The featured speaker will be Robert G. Scanlon, program director of the Individualized Learning Program, Research for Better Schools, Inc., Philadelphia.

The program for Wednesday, which is being planned in cooperation with the NEA Division of Educational Technology, will feature concurrent seminars on such topics as computer-assisted instruction, other uses of the computer in education, academic games, use of films in the classroom, and the ERIC Clearinghouse program.

Other topics to receive attention during the first week's program are the role of the classroom teacher in educational decision making, the role of the local association in instruction, and professional negotiation as it relates to curriculum and instruction.

The second week of the conference, the leadership training laboratory, will feature two seminars—"Techniques for Solving Problems in the Classroom" and "Techniques for Organizational Growth and Development of Professional Associations Through Effective Problem Solving."

Total cost of the conference is $125 per person; this covers program, housing, and meals. A $25 preregistration fee must be paid in advance to ACT. Two semester hours of graduate or undergraduate credit may be obtained for attendance and payment of an additional $50 fee.

Further information may be obtained from the Association of Classroom Teachers at NEA Center. Registration will be limited to 350. A preregistration blank appears above.

**CLASSROOM TEACHERS NATIONAL CONFERENCE**

_____Enclosed is $25* registration fee for the Classroom Teachers National Conference, West Chester (Penna.) State College, July 6-18, 1969.

_____Please send additional information.

Miss
Mrs.
Name Mr. _____

Street _____

City _____ State _____ Zip Code _____

*Make check payable to "Classroom Teachers National Conference" and send with this form to the Association of Classroom Teachers, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

cut here and mail

# BALTIMORE . . .

*(Continued from page 1)*

an election and, as stipulated by the law, the board must set the date for June.

The "instant contract" born on March 3 was a surprise even to BTU insiders. One member of the bargaining team stated that he first learned that negotiations had been resumed via a Monday, March 3, radio newscast. He offered to drive over at once to participate, but was told not to bother because everything would be "wrapped up" before he could get there.

**Three days later, at its March 6 meeting, the school board set the election for June 6.**

It apparently took several days to prepare the required materials and line up BTU representatives. In a week, however, everything was ready and March 13 was set as the day to get teachers to ratify the contract.

On March 12, PSTA was denied the use of a school building for a previously planned after-school meeting and was told that the orders to cancel it came from the central office. A check with the appropriate individual netted the explanation that PSTA's meeting would interfere with BTU's ratification operations; the cancellation was not lifted.

On March 13, BTU representatives swooped into the schools. Some teachers report they were handed a one-sheet list of "revisions" of the rejected February 12 contract at the same time they were handed a ratification form and were asked to "vote" then and there. Some teachers report they were given the ratification form only. Some teachers were told they had better sign right away or they might lose the salary increase. Some teachers were never visited at all; whole schools are reported to have been by-passed. The "ballots" were collected in flimsy shoe boxes. Some of those boxes are still sitting in schools; they were never picked up.

Shortly after this astonishing performance, BTU announced that its two-year contract had been ratified by "a vote of 11 to 1." The next week, on March 20, the school board dutifully ratified the agreement, too.

**PSTA field representative for school aides, Audrey Pearson: "BTU took our dues money, but forgot to negotiate for us. PSTA is getting things done for school aides."**

**On March 27, PSTA ran its own "ratification" survey by mail. The response was 9 to 1 against BTU's two-year contract.**

In an exchange of letters with PSTA, the school board president stated on March 20 that *"the (two-year) contract recently negotiated by the Baltimore Teachers Union and ratified by the teachers of Baltimore will remain in full force and effect regardless of the outcome of the election of June 6, 1969 . . ."*

### BTU "bargaining" has teachers subsidizing their own pay "hikes"

The BTU contract has been variously decribed as "ridiculous, incredible, an insult to teachers' intelligence." One administrator-negotiator was quoted as saying that the "improvement" would not cost the city more than $8,000. In view of the fact that there are almost 9,000 teachers in Baltimore, the "improvement" amounts to less than one dollar per teacher per year.

On closer examination, however, it is hard to determine what the extra $8,000 will be spent for, since Baltimore teachers literally lost far more in cash value than they were reported to have gained between February 12 and March 3.

The February 12 agreement offered a $400 across-the-board increase for all levels of preparation, from steps 1 through 11; it was to be $425, $450, and $500 respectively for steps 12, 13, and 14. The March 3 contract provides a $500 across-the-board increase for everyone. As a starter, therefore, teachers close to maximum get either $50 or $75, those at maximum get no "improvement."

This is not all. The March 3 agreement changed the school calendar to 190 working days, thereby adding two working days with no adjustment in salary. And there's still one more gimmick. The February 12 agreement stipulated a benefit of two days with full pay for personal leave. These two paid days were simply canceled in the March 3 agreement.

In effect, the two-year contract took the equivalent of four days' pay out of the pockets of teachers—such days ranging in cash value from $148 for step 1 B.A. teachers up to $257 for those at top maximum—to "improve" salaries by $100.

**The rest of the contract would qualify as hilarious if the situation were not so serious:**

- It features 12 full pages of a word-for-word reprint of rules and regulations unilaterally adopted by the school board back in 1961.
- The contract states: "Class size *objectives* as of September 1, 1969 will be . . ." ("objectives" hardly qualify as negotiated items).
- On parking facilities, teachers are informed that "negotiations *shall be intensified.*"
- On the crucial matter of "The Emotionally Disturbed Pupil," a brief clause announces: *". . . shall meet to study the feasibility of developing additional or improved programs."*

And so on, and on.

### What BTU got out of this non-contract

In exchange for practically no gains for teachers, the BTU was handed a lifeline at taxpayers' expense—a $1.25 million "health and welfare fund" that offers the union a means for self-entrenchment. How the fund will be run, what the money will be used for, when it will become operative is left up to a committee yet to be appointed.

As the June 6 election day draws closer, joint school board-union campaign activities become increasingly obvious. A recent BTU flyer, for example, announced a surprise development. Due to BTU's "bargaining," it proclaimed, May 24 will be an "extracurricular payday." That day: *"Teachers will receive a little extra something they can use at the supermarket."* No one knows how many pieces of silver will be doled out—that is to be a surprise two weeks before the election. One can only guess about additional "surprises" to be revealed a week or even the day before June 6 dawns.

PSTA has alerted the board, the teachers, and the public to the fact that Maryland's Negotiation Act stipulates the election winner's legal right to negotiate on behalf of teachers. It has secured legal opinion which substantiates the fact that the school board is violating Maryland law as well as long-established precedent concerning fair election procedures. Should it win, PSTA will sue in court, if necessary, to force the board to negotiate in good faith as mandated by law.

If enough Baltimore teachers evaluate BTU's partnership pact with the school board, they may very well do what their colleagues recently did in South Bend, Indiana—vote to oust the union as bargaining agent. Developments in Baltimore indicate that a defeat for the BTU would be a defeat for the school board. Apparently they both realize this and have joined forces to prevent it.

## Unequaled protection

# NEA insurance covers leading cause of death

"Latest statistics from the National Safety Council show that accidents are the leading cause of death among all persons aged 1 to 37, after which age it still remains one of the major causes of death," reports Arnold W. Wolpert, director of NEA's Special Services Division. "The Accidental Death and Dismemberment Insurance Program offered to members by NEA provides unequaled protection per premium dollar from just that hazard," he says.

For the low cost of $19 a year, he pointed out, members receive the following coverage:

- $100,000 while a passenger in a public conveyance
- $30,000 while in an auto or if struck by a motor vehicle
- $12,500 in any other accident.

There is no age limit and no physical examination, but professional association membership is required. Spouse and children can be included in the protection, if desired. Half benefits are available for only $10.50.

Applications sent in now can provide this special protection during the summer months when accidents are most likely to occur, Dr. Wolpert added.

For more information on the AD & D program, fill out and mail the coupon at right.

**TO: Teachers Services Corporation**
**1156 - 15th Street, N.W.**
**Washington, D.C. 20005**

Please send me information on the following:

AD & D Insurance ☐ Life Insurance ☐

Tax-Deferred Annuity ☐ Auto Leasing ☐

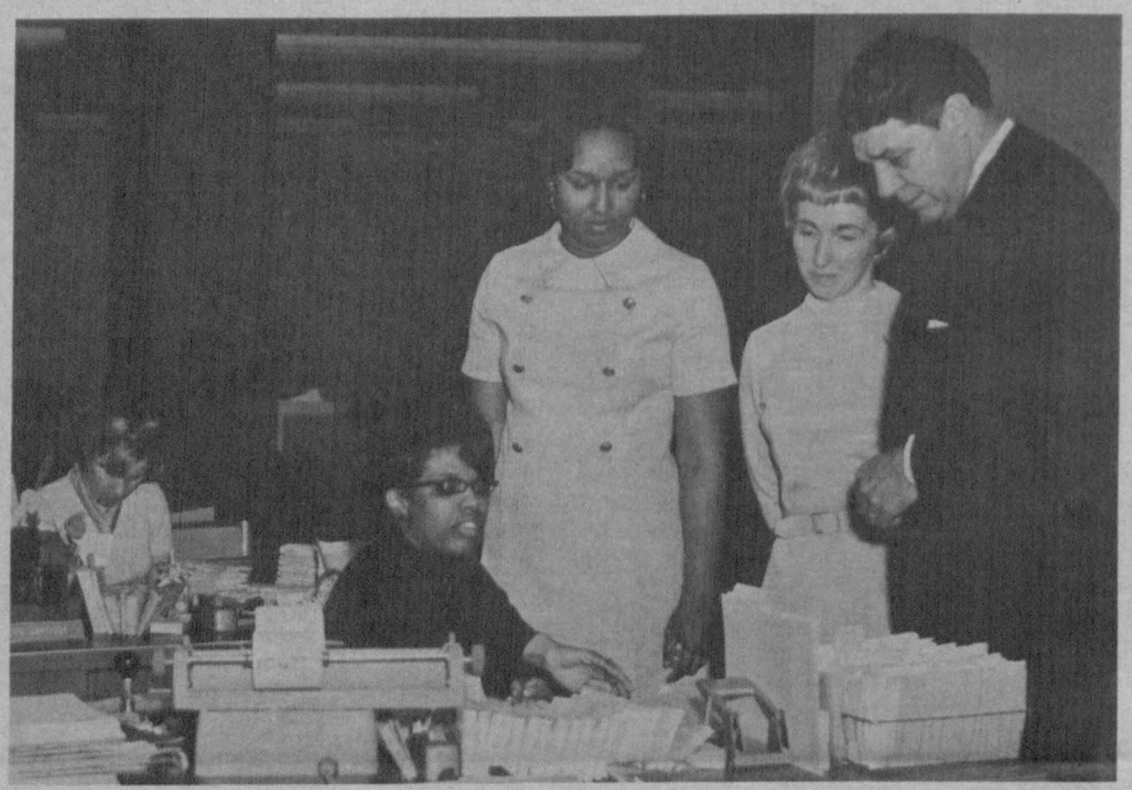
Name .....

Address .....

City ..... State ..... Zip .....

**NEA REPORTER 5/23**

*cut here and mail to the address above*



Checking the thousands of applications for NEA insurance

NEA Special Services Director Arnold W. Wolpert (right), Janice Jackson (standing left), Special Services Division administrative assistant, and Barbara Freeman, administrator of NEA Life Insurance and AD&D programs at the Prudential Life Insurance Company of America, check the returns which have been pouring in from a recent all-member mailing on the Accidental Death and Dismemberment insurance program. Thus far, 12,424 members have enrolled in the program as a result of the mailing, bringing the total number of members enrolled to 45,709. Over $4.5 billion of insurance is in force in this program alone, Dr. Wolpert reported. "Due to the volume of responses," he said, "the processing of applications has taken longer than usual. Anyone who mailed an application with a check enclosed and who meets the membership requirements has been automatically enrolled from the date of postmark, even though they may not yet have received their certificate. Walt Berry, manager of the Group Special Case Division at Prudential, has promised that all certificates will be mailed within the next 10 days."

## $1 billion in insurance

# Nearly 80,000 now enrolled in NEA life insurance plans

A total of 9,867 teachers have enrolled in the special NEA Life Insurance program so far this year. Arnold W. Wolpert, Special Services Director for NEA and chief consultant on the insurance programs, reports that these new enrollments increase the total number of insured lives to 79,303, with a total of $1,061,501,052 insurance in force.

Three specially designed NEA life insurance plans offer the greatest possible protection for the premium dollar. The better-than-average life expectancy of teachers makes the low costs possible.

"Insurance and family security counselors recommend that a person's insurance portfolio should include all of the group insurance he can get," Dr. Wolpert said. "That is because of the price advantage group plans offer. Our plan is especially worthwhile because of its low administrative and overhead costs. If you're not carrying NEA Life Insurance," he said, "look into it."

The NEA low-cost, high-value life insurance with coverage ranging from $5,000 to $21,500 has three plans from which to choose:

- **Basic:** Up to $5,000 of protection for only $11.30 semi-annually ($4.55 if you are under age 30).
- **Basic plus:** Up to $12,000 with double payment for accidental death for only $22.60 semi-annually ($9.10 if you are under age 30).
- **Complete plan:** Up to $21,500 with double payment for accidental death plus extensive disability protection for $40 semi-annually ($65 for those over 50).

All the plans include:

Monthly income payments in the event of extended disability

Semi-annual premium payment schedule

A 60-day grace period on premiums

Optional add-on insurance for spouse and/or dependent children at low cost

The right to continue coverage after leaving teaching through a reserve membership provision.

For more information about this program, mail the coupon at the top of this page.

## *Latest report shows*

# Members leasing autos prefer General Motors

The latest report on NEA's auto-leasing program shows that 72 percent of the NEA members who lease cars prefer General Motors models. Ford automobiles have been leased by 19.6 percent; Chrysler by 7.9 percent, and other makes by 0.5 percent. The top five choices in order are Chevrolet (including Camaro), Ford (including Mustang), Pontiac, Buick, and Oldsmobile.

NEA auto leasing is now available through 14 offices serving 14 states and the District of Columbia.

The leasing program allows a member to select a new automobile from a master list of more than 50 models and pay a low monthly lease rate for 24 months. The program provides an opportunity to lease a 1969 car for lower initial investment, lower monthly expense, and reduced overall cost than it would, in most instances, cost to purchase the same automobile.

The following options are offered to lessees at the conclusion of the two-year period:

1. Extend the lease at a substantially lower monthly rate
2. Return the car and lease a new model, or terminate the lease
3. Assist in the disposal of the vehicle, being responsible only for the required selling price less the security deposit (selling price is stated at beginning of lease)
4. Purchase the vehicle at the purchase option price.

An outstanding insurance for the leased vehicle at a preferred price is a part of the program.

For further information, complete and mail the coupon at the top of this page.

## *How it works*

# NEA's annuity program offers tax deferment

The NEA Annuity Program offers an eligible participant the chance to have part of his salary withheld by his school board and invested in a tax-sheltered annuity. The member decides on the amount to be invested.

Payments may be made for a number of years and at a dollar level chosen by the participant. The minimum initial payment is $25. The minimum for each subsequent payment is $10.

The member defers payment of federal income tax (in a number of states this can apply to the state tax program) on the annuity investments until he receives the income. In the meantime, both his dollars and the tax-deferred dollars work at building up an equity.

Here's how it works: Consider a married teacher with two children earning $10,000 a year and assume an annual annuity payment of $1,000. The charts below show how the annuity program based on current income taxes will save this teacher $183.82 on taxes.

When the annuity income is received after retirement, this income will be taxed at ordinary income tax rates, although possibly at a lower rate than the participant's present tax rate.

| WITH TAX-DEFERRED ANNUITY | |
|---|---|
| Income: | $10,000.00 |
| TDA Deduction: | 1,000.00 |
| | 9,000.00 |
| Using Standard 10% Deduction | 900.00 |
| | 8,100.00 |
| Deduction for 4 Dependents | 2,400.00 |
| Taxable Income | $ 5,700.00 |
| Total Tax | $ 943.00 |
| + 7½ % Surtax | 70.73 |
| Grand Total | $ 1,013.73 |

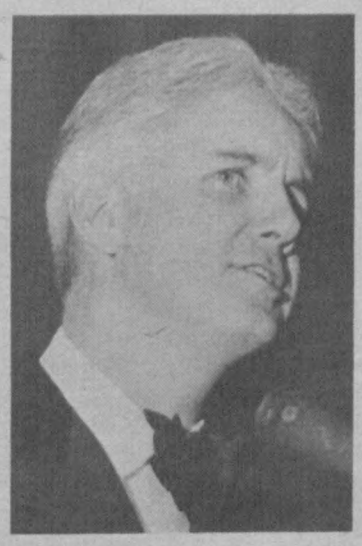
| WITHOUT TAX-DEFERRED ANNUITY | |
|---|---|
| Income: | $10,000.00 |
| Standard 10% Ded. | 1,000.00 |
| | 9,000.00 |
| Ded. for 4 Dep. | 2,400.00 |
| Taxable Income | 6,600.00 |
| Total Tax: | $ 1,114.00 |
| + 7½ % Surtax | 83.55 |
| Grand Total | $ 1,197.55 |
| TAX SAVINGS: | $ 1,197.55 |
| | 1,013.73 |
| | $ 183.82 |

# nea reporter

Published by the National Education Association

Vol. 8, No. 6 | September 19, 1969 | Washington, D.C.

**Helen Bain, English and speech teacher from Nashville, is NEA's president-elect. She and other new officers appear on page 6.**



**NEA President George D. Fischer presided at the 1969 NEA Convention in Philadelphia. The details begin on this page.**

## NEA full-funding effort

# House restores education funds

In a major test of political strength, House liberals stung the Nixon administration July 31 with a huge increase over the fiscal 1970 appropriations request for federal aid to education. The bill, HR 13111, now under consideration in the Senate, would restore funds for most categorical aid programs and increase the impacted aid program to 90 percent of authorized entitlements.

President Nixon had trimmed the already meager Johnson budget requests, but the Emergency Committee for Full Funding of Education Programs —a group of more than 70 organizations brought together by NEA—mounted what Majority Leader Carl Albert described as one of the most effective lobbying campaigns in years. The result was a startling increase of more than $1 billion above the Administration request.

The President responded with a hint that he might not spend all of the money. "If he doesn't obligate the education funds, he will be in trouble with more than just teachers," declared John M. Lumley, NEA's assistant executive secretary for legislation and federal relations. "The hopes of the nation's poor and undereducated have been raised, and if any of the federal share of school money is withheld, the voters will tell Mr. Nixon what they think of it in next year's Congressional election," Dr. Lumley said.

The House Education and Labor Committee was scheduled to start hearings this week on HR 10833, NEA's $8 billion general federal aid bill. Chairman Carl Perkins (D-Ky.) is the principal sponsor. He was joined by Rep. Edith Green (D-Oreg.) in introducing the bill.

The measure would allocate $100 per school-age child to state education agencies (about $5.5 billion this year), plus $2.5 billion in "equalizing" grants to give relatively more money to lower income states.

At least 50 percent of the basic grants would be earmarked for increasing teacher salaries. The remainder would be used, at the discretion of the state agency, for providing such essential services as preschool and summer programs, shared time programs, and for hiring additional staff.

The Senate is expected to act shortly on S 2218, the Elementary and Secondary Amendments of 1969. The House has already passed its version of the bill, HR 514, extending ESEA for two years and consolidating Titles II and III in a package which also includes NDEA Titles III and V-A. The Senate bill would extend ESEA for four years and add Section 12 of the Arts and Humanities program to the program package.

Congressman James C. Corman (D-Calif.) has introduced legislation to secure Medicare coverage for teachers and other state and local employees not covered by the Social Security system. The bill, which has the strong support of NEA and the California Teachers Association, immediately gathered the signatures of 25 cosponsors.

The Administration has testified on the controversial tax reform bill, which would put into law the current regulation for taxing unrelated business income of tax-exempt organizations. The House passed the bill August 7, but Washington sources expect Senate deliberations to be protracted.

The Senate passed in mid-August a bill to revise the guaranteed student loan program, increasing the maximum interest rate from seven to ten percent. This legislation was still pending in the House of Representatives as the REPORTER went to press.

**David Lucia, a Massachusetts teacher, got association aid after he was fired for having a beard. He won the case (see bottom of page 4).**

## 10,000 in Philadelphia

# Delegates okay expanded NEA

More than 10,000 attended the 1969 NEA Convention in Philadelphia, the fifth NEA Convention in the city where it was founded in 1857.

Delegates to the 48th NEA Representative Assembly — 6,834 of them—approved a series of steps to extend and expand the role of the National Education Association in the unified teaching profession. By a vote of 3,858 to 1,842, they decided to increase the dues of active NEA members to $25, effective in 1970-71. Until then, active membership dues remain at $15.

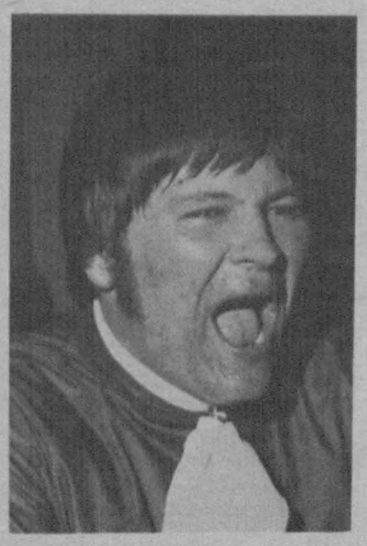
With the increase in active membership dues, life membership dues will increase automatically. NEA bylaws provide that life membership cost is 20 times the active annual membership dues if paid in full or 22 times the active dues if paid in equal installments over ten years. $500 will be the cash cost of life membership after this year, or $550 if paid in ten annual $55 installments.

The delegates also voted to establish a committee to study the feasibility, objectives, proportional representation, and cost of a convention to restructure the unified professional organization. The study proposal—urged by the NEA Board of Directors in place of a call for a 1970 constitutional convention—requires a report to the NEA membership at least 30 days prior to the 1970 Convention in San Francisco. The study committee must be made up of at least 75 percent classroom teachers, the delegates said.

The decision to hold or not to hold an NEA constitutional convention will be an agenda item at the 1970 Representative Assembly in San Francisco. A proposal for immediate formation of a steering committee to plan and organize a constitutional convention—to be held in the summer of 1970—was presented to the 1969 Assembly but was replaced by a substitute motion approving the *concept* of a constitutional convention but directing the NEA Board of Directors to appoint a committee to study the entire concept, thus delaying a final decision until the delegates meet again next year.

The delegates heard a report on the progress of mergers of

(*Continued on page 6*)



**Chuck Maylin, a Tacoma, Washington, rock singer, helped students and music teachers look at contemporary music this summer (see page 5).**

## Hurricane causes delays, too

# *Negotiation breakdowns postpone school openings*

NEA estimated that 20,000 teachers in 13 states did not begin school on time this fall because of stalemates over negotiations and because of hurricane Camille and resulting floods. By September 5, the number of teachers not back in the classroom was down to 10,650, with an estimated 319,700 pupils affected. Even fewer were out by the beginning of the second week in September.

"Negotiation impasses may not exceed those of last year," said Gary D. Watts, NEA assistant executive secretary for field services. "Because of the machinery now available to teachers and because more teachers and administrators are working within good contract agreements, the major problem this year seems to be the escalation of crisis in school financing."

Major negotiation breakdowns occurred in *Michigan,* which had 14 strikes and five lockouts, plus teachers in an additional 102 districts working without contracts; *Connecticut,* which had strikes in East Haven, Woodstock, New London, and Norwalk; *Pennsylvania,* with strikes in Aliquippa, Elizabeth-Forward, Gateway, and Shade-Central; *Indiana,* Whiting; *Ohio,* Struthers; *New Hampshire,* Manchester; *Massachusetts,* New Bedford; *Tennessee,* Lawrence County; *Utah,* Carbon County; and *Illinois,* Galatia.

Breakdowns in negotiation pushed California's two largest school systems close to strike votes early in the month. Both the 19,260-member Association of Classroom Teachers-Los Angeles and the 5,000-member San Diego Teachers Association had scheduled mass meetings the first week of September.

At issue was school board refusal to grant pay hikes significantly above 5 percent. Executive Directors Don Baer (ACT-LA) and Lou Boitano (SDTA) suggested the existence of a "5 percent conspiracy," a statewide agreement among board members to thwart the negotiation process.

"The '5 percent conspiracy' has made Los Angeles teachers increasingly aware that the only hope for professional dignity or improved education lies in collective action," Mr. Baer said.

Hurricane Camille caused an estimated $13 million damage to schools in Mississippi and Louisiana and is expected to keep 50,000 pupils and 2,000 teachers from school until at least October 1. Flood damage to schools in Virginia was estimated at $250,000.

# opinion interpretation

*This page of the REPORTER is devoted to editorial and interpretive material. Readers' letters, preferably brief, will be considered for publication. Opinions expressed in the REPORTER are not necessarily NEA policy, which is set only by Association resolution.*

*You* are the NEA.

Your voice sets the policies and determines the programs of the NEA.

Your membership support implements those policies and programs.

NEA membership ensures:

- organized strength for teachers
- personal and professional services
- professional growth and development
- personal and professional welfare.

The National Education Association is the national voice and service arm of the United Teaching Profession, which is the combined force of local associations, state associations, and the professional educators who are members of those associations and the NEA.

The United Teaching Profession is a powerful force for change.

Join the United Teaching Profession:

- your local association
- your state association
- your National Education Association.

Join now.

*—NEA Membership Development Section*

## The need for worldwide cooperation among teachers

The recent meeting of the World Confederation of Organizations of the Teaching Profession (WCOTP) in Abidjan, Ivory Coast, reemphasizes the need for worldwide cooperation among teachers and teachers' organizations.

Teachers work effectively nationally among themselves through their professional associations or, in many foreign countries, through their syndicates. Teachers need organizations through which to work. Unfortunately, very few ministries and governmental agencies have recognized this and cooperative efforts have been frustrated, in many cases, at the government level. Teacher-to-teacher worldwide cooperation is commendable, but generally impractical. Cooperation between teachers' associations is not only desirable but realistic if we truly want cooperation among the teachers of the various nations.

The free world has an active confederation of teacher organizations bonded together in WCOTP. NEA, the Canadian Teachers' Federation, the National Union of Teachers of England and Wales are strong and active members. The WCOTP president is an Englishman, the vice-president is an Ivorian, and the secretary-general an American, and each continent is represented on the Executive. NEA Past President Irvamae Applegate is our representative on the WCOTP Executive.

This year's WCOTP theme "The Role of Teachers' Organizations in Assistance to Developing Countries," will bring about closer cooperation among the various teacher associations. This can bring about education for international understanding as well as cooperation for the promotion of peace and well-being. For example, imagine what could be done if textbooks did not conform to stereotypes, but conformed more nearly to the truth.

Worldwide cooperation among teachers and teachers' organizations, while greater now than ever before, is still far from a reality. That it is necessary has common agreement; how to bring it about in the near future demands intense study and effort.

Our nation and NEA must do more in helping raise the educational level of other peoples. Illiteracy is a basic problem in Africa, Asia, Latin America. As an example, two of five Latin Americans do not know how to read. This ratio will tend to increase, since according to demographers, the 200 million population will increase to 650 million by the year 2000. The more than 75 million illiterates in Latin America are ripe for the influence of ideologies inimical to our system of free enterprise.

A literacy program, under the wrong hands, for the wrong purposes, could be an indoctrination that could turn millions against us. Do we not have a stake in the education of those in underdeveloped nations? Our protection demands it, our need for worldwide understanding and peace makes it mandatory.

WCOTP is our avenue for worldwide cooperation. We must participate actively to help it to grow and to be more responsive to the needs of all teachers everywhere, for whatever happens to a teacher anywhere in reality happens to one of us.

*—Braulio Alonso, director, NEA International Relations*

## What switch to NEA representation meant in South Bend

Last year's election victory won by the Community Education Association of South Bend, Indiana, and defeat of the South Bend Federation after it had held collective bargaining rights for two years, was reported several months ago. This is a follow-up report focused on what the switch from AFT to NEA representation has meant for South Bend teachers.

On August 1, after months of negotiations, the CEA of South Bend and the city's school board had reached accord on agreement for 1969-70; the agreement was subsequently ratified by the city's teachers.

Comparison of the association's comprehensive agreement with the union's 1967 and 1968 contracts revealed such vast differences, it was hard to believe they could have been negotiated in the very same city, within such a short period of time.

**•Salary gains—The one-year salary gains successfully negotiated by the association exceed not only the union-bargained increases for each of the past two years, but also for the past two years combined.** Two years of union-won increases at the B.A. base added up to a total of $500; the current, one-year association-won hike at the base is $525. At the top maximum, whereas the union's total for two years was $1,080, the association won a gain of $1,134 for one year.

**• Grievance policy—The association reduced by about three weeks the time required in the old grievance procedure bargained by the union.** Whereas the union had set aside excessive numbers of days for its own convenience and that of school authorities, the association's team insisted that aggrieved teachers be able to secure speedy redress.

Since the union never did secure a comprehensive contract, its contracts could not serve as *the* point of reference for teachers' grievances. The association's agreement, however, is comprehensive and stipulates that school authorities' failures to live up to any provision in the agreement are grounds for activating the grievance procedure.

**• Teachers' rights—Many examples of the union's failure to advance, or even protect, teachers' rights are available. For example, Indiana law provides all teachers with two days of unrestricted paid leave for personal business. Here's what the union did to reduce that benefit and what the association then had to do to correct the situation:**

In the union's 1967 contract, though state law does not require it, teachers were forbidden to use the personal leave days directly before or after vacations; had to apply for permission 48 hours in advance and specify "the reason and the necessity" for requesting the leave. In the union's 1968 contract, proving "necessity" was dropped, but instead of 48 hours, *"at least seven days prior notice"* was demanded.

The association, therefore, had to take on a negotiation task that should have been unnecessary. The agreement reveals that the union's whittling down of this benefit was corrected. It specifies that only 24 hours of prior notice is expected from teachers, and stipulates that "personal business shall be sufficient reason for requesting such leave . . . [and that] the administration shall honor all requests regardless of reasons."

**Last year, the union accepted cancellation of the sabbatical leave program as an economy move. This year the association succeeded in having it reinstated** and added a provision giving teachers a voice in the operation of the program through a five-member sabbatical leave committee comprised of three classroom teachers and two administrators.

**• Professional partnership role for teachers—The association's agreement establishes a new professional climate for South Bend teachers. Clauses covering guarantees on academic freedom and stipulations concerning the why, when, and how of evaluations (two of many subjects not even mentioned in the union's contracts) range all the way to clauses guaranteeing teachers full participation in decision-making processes affecting professional services and growth, personnel policies and practices, instructional materials and programs.**

The union's contracts were silent on many areas of professional concern, and on those areas that were mentioned, the clauses were so brief and noncommittal, they indicated either a total lack of bargaining success or a total lack of bargaining effort.

For example, the union's 1967 contract called for a committee on discipline. Functions were not spelled out, no deadline was set for its reports. Apparently, nothing much happened because the union's 1968 contract called for the same committee "to continue to function" and again set no deadlines. Nor did the union reserve for itself any rights or even a voice before policy changes might be made. On the contrary, the union seems to have washed its hands of its representational responsibilites. Its contract states that the committee's recommendations were to go only to the superintendent; the union did not even ask to receive the report.

**In contrast, the association's agreement firmly establishes an equal voice for teachers on study and action committees concerning discipline, in-service training, curriculum development and revision, textbook selection, and so on. Six-member committees, with three appointed by the association and three appointed by the administration, are not merely called for, their functions are spelled out, deadlines are set for their reports, and such reports must go to the association and to the administration simultaneously in preparation for mutual agreement on program and/or policy changes to be adopted.**

The foregoing clause-comparisons represent only a small part of what has been learned through this study in contrast.

**This much is certain: Whether the city's teachers view the agreement won for them by the Community Education Association of South Bend in terms of economic gains or professional rights, they will find that they are reaping rewards from the switch to association representation. Furthermore, since the one-year, association-won gains in all areas already exceed the union's record for two years combined, they will also recognize that a firm footing has been established for future association achievements at the negotiation table.**

Senator Metcalf lauded for introducing NEA bill

Sen. Lee Metcalf (D-Mont.), shown here in his office chatting with NEA President George D. Fischer (right), was lauded by NEA officials for introducing in the Senate a bill requiring negotiation between school boards and public school teacher organizations. Mr. Fischer said that enactment of the Metcalf bill would be one of the most significant milestones in education since the turn of the century. "When teachers and school boards throughout the nation can—and must—sit down together to discuss and hammer out agreements on matters that vitally affect themselves and the schools, two million teachers and other professional staff and more than one hundred thousand school board members will be the beneficiaries," NEA President Fischer said.

## NEA research shows

# Critical shortage of teachers ends

The general teacher shortage, which had reached critical levels in recent years, has ended, NEA said this month.

While offering this favorable outlook for the new school year, the Association emphasized that shortages of qualified teachers continue in some subjects or teacher assignments and in some localities, especially rural areas. And many additional teachers would be needed throughout the nation to provide top-notch education for all pupils.

"Now is the time for the profession to demand that every new teacher is competently trained and certified," said George D. Fischer, NEA president. "This new reports shows we are finally beginning to get the number of people we need in education, and we no longer have to compromise our position on quality of teachers and education."

Mr. Fischer acknowledged that this research report, which shows that there are now teachers to man most of the classrooms, is based upon the barest minimum standards. He added, though, that the fact "we finally are beginning to get the number of people we need in education" has "tremendous implications."

Mr. Fischer suggested that the improved supply situation should permit further upgrading of the quality of education by adding teachers to reduce the maximum class size and to provide special education and other education programs.

The NEA Research Division's preliminary report on teacher supply and demand, based on a late summer survey of state education departments and 76 of the nation's 80 largest school systems, indicates there would be a *shortage* of qualified teachers—222,400 in fact—if all schools could immediately be brought up to the minimum standards of quality that many educators consider desirable.

## Could affect 14 states

# Court case hits school bond law

NEA is supporting a federal court case in California that could lead to a drastic change in school finance there and in 13 other states.

Failure of many school bond elections has become a critical aspect of the desperate school finance situations in many parts of the nation. That situation could be significantly improved by the success of the California case, believed to be the first one in a federal court, and ones likely to be brought in other states, school finance authorities indicate.

The California action challenges the legality of the state's constitutional requirement of a two-thirds affirmative vote for passage of school bond issues. This requirement, the plaintiffs contend, violates the "one man-one vote" principle established by the U.S. Supreme Court under the Fourteenth Amendment, since a negative vote carries twice the weight of an affirmative vote. Only a simple majority should be required, the plaintiffs assert.

The case, now before the Federal District Court in Sacramento, stems from an unsuccessful school bond election last May 20 in Yuba City Unified School District. Fifty-seven percent of those who voted favored the $4.75 million school bond issue for construction of two junior high schools.

Among the six plaintiffs is Peter Licari, immediate past president of the Yuba City Unified Education Association and a member of the California Teachers Association and NEA.

"This is an enormously significant case, with wide implications," said Donald H. Wollett, professor of law, University of California at Davis, who is serving as consultant on the case through the NEA's new Office of General Counsel. "Many school bond issues in California have been going down the drain because of the two-thirds rule."

In 1967-68, records show, Californians voted on 175 bond issues, 96 of which failed. But of the 96 that fell short of the necessary two-thirds, 79 were approved by a majority vote.

The West Virginia Supreme Court recently struck down a constitutional provision requiring a 60 percent affirmative vote to pass school bond issues. Similarly, a district court in Pocatello, Idaho, has ruled that two bond issues there should be certified as passed because the state law requiring a two-thirds majority is unconstitutional.

Besides California and Idaho, the states of Kentucky, Massachusetts, Missouri, and New Hampshire require a 66⅔ percent vote. North Dakota generally requires the two-thirds vote, although only 60 percent is required under certain circumstances, as when buildings have been destroyed by fire or wind. In New York state, 50, 60, or 66⅔ percent is required, depending upon the size of the district and the size of the debt that would be incurred.

Iowa, Mississippi, Oklahoma, South Dakota, and Washington require 60 percent approval for school bond issues; 55 percent is required in Nebraska.

**nea reporter**

Published monthly from September through May (except December) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C. 20036.

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EDPRESS

**NEA REPORTER** is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.

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# NEA study asks new board and new policies for Atlanta

A special NEA committee has recommended that the citizens of Atlanta, "through organized political action," elect a board of education which adequately represents the whole city.

In its report summarizing a seven-month study of school-community relations in Atlanta, the committee urges all local groups concerned about the equality of educational opportunities to "form a coalition to espouse the cause of school board candidates pledged to predetermined, specifically stated educational policies."

The five-member committee recommends that policy pledges should include a commitment to an educationally sound plan of school desegregation to replace the "freedom of choice" method and a statement that a new legal firm will be retained to handle school legal affairs.

Charging that the current board has "surrendered its own authority for school desegregation to the courts," the special NEA committee asserts that the board "has clearly signaled its own lack of commitment to the cause of a racially integrated school system."

The special committee, appointed by the NEA Commission on Professional Rights and Responsibilities, studied the Atlanta school system at the request of the Atlanta Education Association and the Gate City Teachers Association after receiving letters from the Atlanta school superintendent, John W. Letson, who stated that the NEA "through this procedure can render a valuable service to the school system."

Both the Georgia Education Association and the Georgia Teachers and Education Association pledged to support the joint action of their Atlanta affiliates.

# NEA committee to probe Arizona school financing

A study of school financing in Arizona, where restrictive state statutes appear to spell trouble ahead, will be made September 28-October 1 by a special NEA committee.

After the 1969 Arizona legislature failed to pass bills proposed by the Arizona Education Association and other education groups, AEA requested the study and evaluation.

NEA's Commission on Professional Rights and Responsibilities, which will direct the study, said that a preliminary inquiry showed that, although up to the present time Arizona has been in a somewhat favorable position in school finance compared to other states, current state statutes contain provisions which may cause Arizona's educational program to deteriorate seriously.

The study committee will be concerned with a 6 percent limitation on local school district budget increases and with tax assessments and appraisal practices as well as with such factors as the general level of state support and the pattern of school district organization.

"Many states besides Arizona face some difficult problems related to limitations on local school district budgets and school tax rates," Donald L. Conrad, PR&R executive secretary, said. "So this study may have effects outside Arizona."

## At summer workshop

# Teachers gather the know-how for curriculum decision-making

During a unique, six-week workshop at NEA Center this summer, representatives of four local education associations learned how to help teachers become more involved in curriculum decision-making. Run by NEA's Center for the Study of Instruction, the workshop was a planned continuation of work started during the past year by CSI and four school districts and the local education associations.

The four districts include three in California—Palos Verdes Peninsula Unified School District, Delano Elementary Schools, and Fountain Valley School District—and the Easton Area Schools in Pennsylvania.

Robert McClure and Arlene Payne of CSI, who developed the summer project, conducted daily seminars from June 30 to August 8. Frances Quinto, Frank Mallon, and Robert Martin assisted with research and coordination of the workshop.

The sessions involved a network of NEA consultants who shared their experiences and knowledge of criteria on which to base curricular decisions. Speakers included Ole Sand, CSI director, who discussed current issues and *Schools for the 70's and Beyond*, a major forthcoming publication of CSI; Elena Sliepcevich, School Health Education Study; Fred T. Wilhelms, Association for Supervision and Curriculum Development; and John R. Mayor, American Association for the Advancement of Science.

Roy Edelfelt, National Commission on Teacher Education and Professional Standards; Don Davies, assistant commissioner, Bureau of Educational Personnel Development, U.S. Office of Education; and Charles Bish, former director of several NEA projects, offered an understanding of new roles for teachers. Everett Landin, West Chester (Pennsylvania) State College, discussed the university's contribution to teacher education. Several seminar meetings were held at West Chester State College.

The need for student input in curricular decisions was evidenced during a day spent with high school students from Walt Whitman High School in Montgomery County, Maryland, who had been active in the development of an Experiment in Free Form Education.

## 2,000th member leases an auto through NEA

Harry E. Bates, a vocational drafting teacher from Winthrop, Maine, this summer became the 2,000th member of the united profession to lease an auto through the NEA auto leasing program. Mr. Bates, a strong believer in the NEA program, says he is planning to lease a 1970 car for his daughter's use. The NEA auto leasing program expanded this fall to serve members in 27 states.

# NEA auto leasing program now available in 27 states

Beginning with the 1970 model year, Teachers Services Corporation will extend its auto leasing program from 15 to 27 states, Newell Blair, TSC president, announced this month. Teachers Services Corporation is a privately held leasing company wholly owned by the NEA and its affiliated state and local associations.

The auto leasing program introduced by TSC in 1967 is rapidly gaining acceptance throughout the nation, Mr. Blair said. He added that TSC's program is superior to commercial leasing arrangements. Some of the benefits are—no down payment, no shopping headaches, lowest possible interest rates, ease of financial record keeping, special automobile insurance program, and other savings made possible by the mass buying power of NEA and its affiliated associations.

NEA members who are interested in auto leasing may contact the auto leasing manager in the regional office serving their state:

**California, Nevada, and Arizona:**
Teachers Services Corporation
1125 West Sixth Street
Los Angeles, California 90017

**Maryland, Virginia, and D.C.:**
Teachers Services Corporation
1156 Fifteenth Street, N.W.
Washington, D.C. 20005

**Florida:**
Teachers Services Corporation
7040 Lake Ellenor Drive,
Suite 1129
Orlando, Florida 32809

**Dade County (Fla.)**
Teachers Services Corporation
1333 South Maimi Avenue
Suite 209
Miami, Florida 33130

**Illinois:**
Teachers Services Corporation
North Building, Suite 30
Hargar Road
Oak Brook, Illinois 60521

**Iowa:**
ISEA-NEA Leasing
Library Services Division
405 59th Street
Des Moines, Iowa 50312

**Kansas, Missouri, and Oklahoma:**
Teachers Services Corporation
One Gateway Center
State at Fifth
Kansas City, Kansas 66101

**Maine, Vermont, and New Hampshire:**
Teachers Services Corporation
184 State Street
Augusta, Maine 04330

**Michigan:**
MEA-NEA Leasing
22244 Van Born Road
Dearborn Heights, Michigan 48125

**Minnesota, Nebraska, and South Dakota:**
Teachers Services Corporation
41 Shelburne Avenue
St. Paul, Minnesota 55103

**Pennsylvania, Delaware, and New Jersey:**
Teachers Services Corporation
400 North Third Street
Harrisburg, Pennsylvania 17101

**Kentucky, Tennessee, and South Carolina:**
Teachers Services Corporation
598 James Robertson Parkway
Nashville, Tennessee 37219

**Texas and New Mexico:**
TSTA-NEA Leasing
316 West 12th Street
Austin, Texas 78701

## Other changes, too

# Changes made in NEA charter

The elimination of the Board of Trustees, establishment of an Office of General Counsel, and consolidation of three key units have been effected in the structure of NEA since last spring.

President Nixon signed a bill in July that amends NEA's charter of 1906, transferring the duties of the Board of Trustees to the Association's Executive Committee. The Board had charge of the permanent fund, elected the Association's executive secretary, and set his salary and term of office.

In abolishing the Board of Trustees, the amended charter carries out the wishes of the NEA Representative Assembly to transfer the responsibilities of the Trustees, a nonelected body, to the Executive Committee, an elected group, for the most part.

On June 1, the NEA established an office of General Counsel "to better coordinate and consolidate expanded legal efforts," according to Sam M. Lambert, NEA executive secretary. The office will be staffed by specialists in professional negotiation, teacher rights, and general corporate affairs. It will supervise and coordinate NEA's legal activities and provide supportive service to the entire Association by assisting with the planning and implementation of programs having legal implications and by providing full-time legal guidance.

Appointed to the new position of general counsel is Robert Chanin, who has been NEA's chief counsel for school board-professional staff relations. Deputy general counsel is David Rubin, who was acting general counsel for the U.S. Commission on Civil Rights.

In an effort to streamline services and merge programs and budgets, the Division of Affiliates and Membership, the Staff Academy, and the Division of Field Services were consolidated on June 1. Gary D. Watts, director of DFS, was appointed to head the new programs and to serve as an NEA assistant executive secretary.

Under the organization, field services will be composed of the 11 regional field offices and four service support sections: membership development, affiliate services, information services, and leadership development.

# Maehling fellowships scheduled for 1970

The Hilda Maehling Fellowships program for 1970 has been announced by the Association of Classroom Teachers. Grants ranging from several hundred to several thousand dollars are given annually by ACT to classroom teachers to conduct projects that will help them develop improved professional techniques or advance professional association work.

Additional fellowships are offered in world affairs under a program which makes grants available to classroom teachers to conduct, as part of their classwork, projects designed to develop in students a greater understanding of world affairs.

Projects may involve study, travel, service at state or national association headquarters, field work for some unit of the profession, or a combination of these. Applications may be obtained from the Association of Classroom Teachers at NEA Center and must be filed with ACT by November 15.

## Professional staffing

# NEA affiliates seek applicants

**New York State Teachers Association,** a 103,000-member organization, has launched a nationwide recruitment drive for a new executive secretary. Howard Goold, currently NYSTA's executive secretary, will be retiring on or about July 1, 1970. Write to: Dr. Helen P. Maney, chairman of NYSTA's Executive Secretary Recruitment Committee, 152 Washington Avenue, Albany, New York 12210.

**Washoe County (Nevada) Teachers Association** is seeking applicants for the position of executive director. Salary is negotiable depending upon training and experience, but applicants are assured that it will be competitive. Write to: Robert F. Swain, president, WCTA, 1670 Duke Way, Reno, Nevada 89502.

**Atlanta (Georgia) Education Association** is seeking applicants for the position of executive director; nominal fringe benefits will be provided, the salary is negotiable. Write to: Miss Helen McGinty, president, AEA, 229 Peachtree Hills Avenue, N.E., Atlanta, Georgia 30305.

**San Diego (California) Teachers Association** is seeking applicants for the position of assistant executive director. Inquiries concerning salary, duties, and qualifications should be sent to the association's executive director, Louis A. Boitano, SDTA, 4470 Park Boulevard, San Diego, California 92116.

**The NEA of Wichita, Kansas,** has an opening for an assistant executive director. The salary will be based on ability and experience, and can start at $12,000. For additional details write to the association's executive director, Carl F. Elvin, NEA-Wichita, 906 George Washington Drive, Wichita, Kansas 67211.

# Associations help bearded teacher to win back pay and reinstatement

A nontenure Monson, Massachusetts, teacher dismissed from his job last January for wearing a beard won his case recently in a decision given by the U.S. District Court for the District of Massachusetts.

The decision awarded back pay, compensatory damages, and reinstatement for David Lucia, an eighth grade English teacher (see photo, page 1). The NEA DuShane Emergency Fund, the Massachusetts Teachers Association, and the Monson Teachers Association provided financial and legal assistance and support for the teacher.

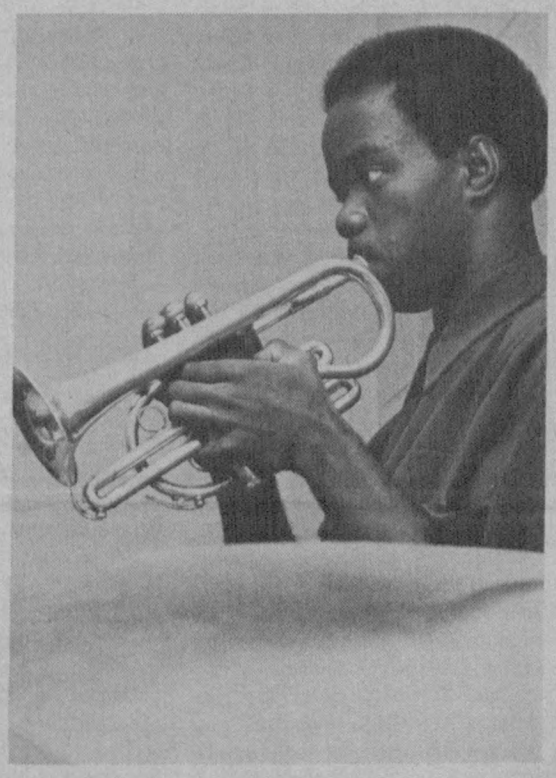
Further, the court ordered the five members of the school committee and the superintendent to pay as individuals the more than $2,500 in damages and back pay plus the cost of the action.

Based on the circumstances in the case, the federal court decided that the action taken by the school comittee violated Mr. Lucia's right to procedural due process and other rights guaranteed under the constitution, in spite of the fact that he was a nontenure teacher, noting that a teacher's "rights are not nullified because they are nontenured." The court did not, however, declare the Massachusetts statues governing treatment of nontenure teachers unconstitutional.

*A five-man rock group from Seattle, Washington.*

*A group called "We Three" from St. Louis, Missouri.*

*Director of the Youth Music Project Emmett R. Sarig talks to heads of the student groups.*



*Charles Hopkins of Detroit, Michigan.*

# Music educators confront the rock scene through Youth Music Project

"Does rock belong in the classroom?" "What will happen to Bach and Beethoven if youth music gets a toehold in the curriculum?" These and many other questions covering rock and its relevance to music education were the focus of a Youth Music Project held July 7 to August 1 at the University of Wisconsin in Madison. A core group of 31 music educators and 19 guidance counselors, joined by a series of high school rock groups totaling 134 students from 19 cities, spent the four weeks in intensive discussion. In addition, 100 other educators came to Madison July 23 to 25 for a three-day symposium designed to capture highlights of the project. Conceived and directed by Emmett R. Sarig, director of the University of Wisconsin Extension Music Department, the project had as its purpose "to bring educators and youth together in a common learning situation using the music of youth as the central theme." Sponsors were the U.S. Office of Education, the Music Educators National Conference (a national affiliate of NEA), and the Extension Music Department, University Extension, University of Wisconsin. MENC's *Music Educators Journal* for November will include a 32-page feature on youth music.

## PTA salutes its teacher-members in September issue of magazine

"Yours is the high, hard task of helping each child find his pace and discover his goal . . .," the National Congress of Parents and Teachers says in a "Salute to Our Teacher Members" in the September issue of the *PTA Magazine*. "Through your participation in the PTA, you help the parent-teacher partnership flourish in our land," the salute continues in part. "You sustain the creative home-school cooperation that all children need to grow steadily toward moral and intellectual excellence."

## NEA's periodicals win awards

"For outstanding achievement in the field of educational journalism," *Today's Education: NEA Journal* was presented the Golden Lamp Award by the Educational Press Association at the NEA Convention. *The Instructor Magazine* was similarly honored.

*Today's Education* also received Edpress All-American ratings for series, feature article, and layout. The NEA REPORTER received an All-American award for typography.

Over the past 10 years, the NEA magazine has been given more than 25 national awards.

## Maryland teachers win negotiations victory

The Maryland State Teachers Association and its local affiliate, the Allegany County Teachers Association, won a victory on June 25 when the State Board of Education ruled that "second round" negotiations are mandatory throughout Maryland.

The decision by the state board, in effect, changes an earlier decision of that body, made in October 1968, which denied exclusive representative groups of teachers the opportunity to renegotiate allocations in the educational budgets after county fiscal authorities have acted. The change in decision is made possible by the revision in the Public School Law enacted at the 1969 session of the Maryland General Assembly.

The state board specifically held that "beginning July 1, 1969, it is incumbent upon local school boards, before they exercise their discretion in reallocating funds within the major categories of the school budget, to negotiate such reallocations with the exclusive bargaining agent insofar as the reallocations relate to 'salaries, wages and other working conditions.' "

## NSPRA studies communication with poor

A committee to study ways to communicate with the poor to improve pupil achievement in low-income areas was recently formed by the National School Public Relations Association. The committee will:

- Examine the efforts of school districts, business, industry, and government to reach low income families, and
- Try to discover more effective methods of obtaining reactions and feedback from the poor and involving them more closely in public education.

Included will be nationwide on-the-spot field studies.

# Convention delegates vote for expanded NEA

(*Continued from page* 1)
dual associations and passed a resolution directing "the officers and staff to continue to provide leadership and assistance" with mergers and charging the NEA Executive Committee "to complete the task and intent" of earlier resolutions calling for complete merger of all state affiliates.

The increase in NEA dues approved by the 1969 Representative Assembly will help finance added on-the-spot services to all NEA members, promote more effective legislation, give teachers a greater voice in education policy-making, improve teacher education, and increase personal benefits for teachers.

The delegates and other NEA leaders discussed the grave necessity for increased revenues so that NEA may continue its program to meet the needs of the nation's teachers. Income from the $15 dues no longer is adequate to meet these increased financial demands, they agreed. The choice was either to raise dues or curtail the Association's program.

The proposed expanded NEA program would assist state and local associations in providing a permanent staff member for every 1,500 to 2,000 teachers, establishing a complete nationwide network of local staff—a total of 1,000 top professionals backed by supporting staff to work for teachers where teachers work: in their buildings, in their school districts, in their local associations.

NEA President George D. Fischer set the stage for consideration of critical social and educational problems in his speech at the opening session of the 1969 NEA Convention. He gave Conventioneers a list of high priority tasks for the Association and declared that the most important and pressing of all is "providing the muscle to getting the great cities straightened out."

"We are the logical agent for change here," the NEA president said. "We represent no vested interest—financial, industrial, military, or political. We instead represent the next generation of man." He added that "the lust for change has become our tradition."

Mr. Fischer told of his hope that a new NEA "ideal schools" program, now being worked out by an Association task force, would become a significant channel for solving urban education problems. The series of schools, he explained, will emphasize full involvement of community, parents, students, and teachers in ghetto areas.

Other items on the NEA president's priority list were:

- Shared staff—"one man for every 2,000 teachers"—supported by local, state, and national education associations.
- A bill of teacher rights—"We have our Code of Ethics which informs each teacher and administrator of what is ethical and unethical professional behavior. We now need the other side of the coin, clearly telling all teachers, administrators, and boards of education when a teacher's rights are being stepped on. . . . When one teacher, black or white, has his rights abridged, it's time to investigate. When this happens again, it's time to raise hell!"
- Publication of cases won on behalf of teachers.
- A professional negotiation bill to grant every teacher in the nation "the right to this voice in the decisions which affect him."
- Passage of NEA's $8 billion bill—"one-half for general aid and the rest for teachers' salaries."
- Uniform certification of educators controlled by the unified profession.
- Services for administrators—"We can provide the negotiation expertise and protective muscle," particularly for principals and supervisors.
- Merger of all dual affiliates—"and as we merge these dual associations, we must continue to use the full force of NEA to push for a continued integration of faculties and student bodies."
- Unification of local, state, and national associations for power—"Some may say power corrupts, but I am certain timidity always corrupts . . . power for the students of this country *is* not immoral . . . and it's an absolute necessity."
- Power and influence attained through politics.

### Civil rights stand

Delegates to the Philadelphia Convention reaffirmed NEA's determination to stand firmly for civil and human rights.

Most dramatic of their actions was a vote instructing NEA President Fischer to send telegrams to President Richard M. Nixon and HEW Secretary Robert H. Finch urging them to maintain the September 1969 deadline for ending school desegregation.

The delegates' call for the telegrams followed a favorable vote on the resolution on Desegregation in the Public Schools. The telegrams, sent by President Fischer on July 4, read as follows:

"Those members of the National Education Association assembled in Philadelphia for the 107th Convention were shocked to learn of the change in the timetable for implementation of school desegregation guidelines. We are convinced that any school district which had approached the problem of school desegregation in good faith would have found a solution to the problem of integration before this time and therefore the September 1969 date is reasonable. Modification of the timetable merely provides extra time for those districts which have not attempted to solve the problem.

"The Representative Assembly of the National Education Association, meeting in Convention session, overwhelmingly adopted the following resolution in protest of the decision to relax the timetable for implementation.

" 'The National Education Association insists that there be no deviation by the Federal government from the established

(*Continued on page 7*)

## New NEA officers elected at the 1969 Convention

Convention delegates selected Helen Bain as vice-president and president-elect. Mrs. Bain (center above), English and speech teacher from Nashville, will become NEA president in July 1970. She has served four years on the NEA Executive Committee and has been president of the National Council of Urban Education Associations and president of her local association in Nashville. She defeated four candidates for the post: William C. Baker, Baton Rouge, Louisiana; Janet Dean, Miami, Florida; Martha Dell Sanders, Paducah, Kentucky; and Ruth Trigg, Barrington, Illinois.

Delegates elected two persons to two-year terms on the NEA Executive Committee: Thelma F. Davis (right), reading specialist in the Griffin-Spalding Schools, Griffin, Georgia; and Eugene M. Karol (left), vice-principal of Dundalk Junior High School, Baltimore County, Maryland. Mrs. Davis is a past president of the Association of Classroom Teachers and served a 1966-68 term on the NEA Executive Committee. Mr. Karol is 1968-69 president of the Maryland State Teachers Association. Defeated candidates for the Executive Committee were Helen Krause of Nebraska, Marvin Liberson of Michigan, Elizabeth McGonigle of New Jersey, and Doris Ray of Alaska.

The NEA Board of Directors re-elected to the Executive Committee Mabel M. McKelvey, social studies teacher, Berlin (New Hampshire) Junior High School.

## Mrs. Martin Luther King, Jr., recognized at Convention

NEA President George D. Fischer (right) presented Mrs. Martin Luther King, Jr., a check for $10,000 from the sale of books for the Dr. Martin Luther King, Jr., Foundation, at Convention ceremonies sponsored by NEA's Center for Human Relations. Responding, Mrs. King said: "Your tangible expression of the belief in the principles for which Martin Luther King, Jr., worked and gave his life is a testament to the validity of the quotation, 'a teacher affects humanity.' " Former NEA President Elizabeth D. Koontz (center) received an award at the ceremonies "for leadership in the advancement of intergroup understanding."

# NEA Convention...

*(Continued from page 6)*

timetable for desegregation established by the HEW guidelines.

" 'The Association directs its officers and staff to exert every effort to reestablish the September 1969 deadline for full compliance.' "

"The Representative Assembly directed me to convey to you immediately our concern over and opposition to the decision to delay the deadline for desegregation, and to request that you direct the appropriate officials to reconsider this action at the earliest possible time.

"I assure you that the officers and staff of the National Education Association will do everything in their power to carry out the instructions of the Representative Assembly."

NEA policy on civil rights was reiterated, too, through passage of a resolution calling upon "Americans to eliminate by statute and practice barriers of race, national origin, religion, sex, and economic status that prevent some citizens from exercising rights that are enjoyed by others, including liberties defined in common law and the Constitution and statutes of the United States. All individuals must have access to public education, to the voting booth, and to all services provided at public expense."

By resolution, the delegates called upon "all affiliates to provides avenues for full and complete participation by all members." The resolution continues: "Members of minority groups should have positions on committees, opportunity to attain leadership, and the right to represent their local and state associations. Each affiliate should adopt policies and/or establish constitutional procedures and structures through which minority groups can express and resolve grievances arising from Association practices."

The delegates also recommended to state associations that they "urge their governors to proclaim January 15 as 'Human Relations Day.' " January 15 is the birthday of Martin Luther King, Jr.

Resolutions also passed calling for nondiscriminatory personnel policies and for an end to racial housing restrictions.

By passage of a resolution on Bilingual Education, NEA delegates sought repeal of state laws prohibiting the teaching of subjects (other than foreign languages) in any language other than English and enactment of "legislation that will provide necessary funds to develop and provide teaching material appropriate for those pupils to whom English must be taught as a second language." The need to fund the hiring of teachers and paraprofessionals was considered necessary to some members, but this attempt at extension of the resolution failed.

Delegates also demonstrated their full support for migrant workers in California and Arizona, passing a motion committing the Association to support the attempts of migrant workers to attain negotiation agreements with their employers.

Delegates narrowly defeated an attempt to limit NEA's endorsement of federal education aid to "solely . . . the support of public schools."

### Roll-call vote

The Assembly, in the meeting's only roll-call vote, adopted by a 210-vote margin a minority report that did not contain the limitation. At present, many children in parochial and other nonpublic schools are aided through various federal programs earmarked for specific purposes. Proponents of the minority report, which was substituted for the main resolution developed by the NEA Resolutions Committee, contended that "children should be helped where they are."

Delegates overwhelmingly endorsed a report of the NEA Task Force on Urban Education which initiates several far-reaching concepts for educational change.

A massive increase in federal aid to urban education is called for by the report. The task force recommends that the federal government increase public education spending from 7.3 percent of the total educational expenditures to at least one-third.

The report also calls for significant action in the areas of urban school reorganization, overall educational experience, and staffing of the schools.

The report, result of a year-long study by an 18-member blue-ribbon committee headed by Former NEA President Irvamae Applegate, calls for implementation of its recommendations to help meet an "unparalleled emergency" in city schools.

A national independent political arm for teachers came one step closer to reality during the Convention when the NEA Board of Directors heard a report of the NEA Task Force on a National Political Structure, which it had created a year ago. The Board of Directors then decided to begin a pilot project on the political arm in one state.

The pilot project for such an independent political organization was authorized by the Board because there are forms of political activity, such as fund raising and allocation and support of partisan candidates, in which NEA and its affiliates cannot engage without jeopardizing their tax status. An independent political arm could carry out those functions.

At the same time, the Board of Directors authorized the task force to continue its work for another year and to report on the results of the pilot project in a state yet to be selected. Robert T. Kreuger, of Utah, who serves as chairman of the task force, was 1968-69 chairman of NEA's Citizenship Committee.

In the face of growing extremist reaction to sex education, delegates made their position on the subject loud and clear. Public schools, as well as the home and church, must assume an increasingly important role in providing an understanding of sex and family life, they said in a resolution.

NEA delegates meeting in Philadelphia called for the establishment of a special task force to:

- Study additional rights and responsibilities of students and the causes of student unrest
- Develop a definitive statement on students' rights and responsibilities
- Design action programs to ensure that basic rights of students are not jeopardized.

At the same time, delegates called for a closer relationship between students and teachers within the Association. They directed the officers and staff to cooperate with the Student NEA in mapping procedures to achieve this objective. A report must be submitted by July 1970.

The delegates also reaffirmed their support for lowering the voting age from 21 to 18. And they approved a budget that includes $40,000 for Project 18, a campaign backed by the Student NEA to promote the age 18 voting drive.

# Complete list of NEA officers, Executive Committee, and directors

A complete list of NEA executive officers, members of the Executive Committee, and Board of Directors follows:

- *The Representative Assembly elects the president, vice-president, and treasurer. The Executive Committee has 10 positions; four are elected by the Representative Assembly, and two by the Board of Directors. The Board of Directors consists of one member from each state, commonwealth, the District of Columbia, and the Overseas Education Association; an additional director is allowed for each 20,000 NEA members.*

*The term of office is indicated in parentheses following the name.*

**Executive Officers**

**George D. Fischer, pres.,** teacher, Des Moines, Iowa.

**Helen Bain, vice-pres. (pres.-elect),** speech and English teacher, Cohn HS, Nashville, Tenn.

**Sam M. Lambert, exec. secy.,** NEA Center.

**Lyle W. Ashby, deputy exec. secy.,** NEA Center.

**Nelson L. Kreuze, treas.,** business manager and coordinator of federal programs, Calhoun Intermediate School Dist., Marshall, Mich.

**Executive Committee**

(Directors, ex officio)

George D. Fischer, **pres.,** NEA.

Helen Bain, **vice-pres.,** NEA.

Nelson L. Kreuze, **treas.,** NEA (1971).

Mabel M. McKelvey, social studies teacher, Berlin Jr. HS, Berlin, N.H. (1970).

Donald Morrison, social studies teacher, Samuel Gompers Jr. HS, San Diego, Calif. (1970).

David E. Schulz, vocal music teacher, J.I. Case HS, Racine, Wis. (1970).

Wade Wilson, president, Cheyney State College, Cheyney, Pa. (1970).

Thelma Davis, reading specialist, Griffin, Ga. (1971).

Eugene M. Karol, vice-principal, Dundalk Jr. HS, Baltimore Co., Md. (1971).

**Board of Directors**

**Alabama:** C. Frank Newell, vocational home economics teacher; Anniston (1962-71); S. J. Whisenhunt, dir. of student teaching, Alabama State College, Montgomery (1964-70).

**Alaska:** Hollis Preston Harrison, teacher, Jane Mears Jr. HS, Anchorage (1968-71).

**Arizona:** Maria L. Urquides, dean of girls, Pueblo HS, Tucson (1964-70).

**Arkansas:** Maxine L. Chapman, teacher, Belle Pt. School, Ft. Smith (1964-70).

**California:** Wilbert V. Bolliger, chemistry teacher, Ganesha HS, Ponmona (1965-72); Maria Rae Glasgow, elem. teacher, Riverside (1969-72); George J. Gumeson, teacher, Cabrillo College, Aptos (1969-72); Vincent G. Lamb, English teacher, San Lorenzo HS, (1968-70); Sam M. Soghomonian, prof. of political science, Pasadenda City College, Pasadena (1969-72).

**Colorado:** Hazel F. Petrocco, elem. teacher, Pueblo (1969-70).

**Connecticut:** Ella E. Rice, math. consultant, Fairfield Public Schools, Fairfield (1967-70).

**Delaware:** William A. Richey, science teacher, Warner Jr. HS, Wilmington (1968-71).

**District of Columbia:** Ellen F. Datcher, teacher, Rabaut Jr. HS, Washington (1969-72).

**Florida:** C. Sullivan Culver, DCT coordinator, Mays HS, Goulds (1968-71); Doris C. Lewis, math. dept. head, Vero Beach HS, Vero Beach (1967-70).

**Georgia:** Zach Henderson, pres. emeritus, Georgia Southern College, Statesboro (1966-72); R. J. Martin, prin., Ballard Hudson Sr. HS, Macon (1968-71).

**Hawaii:** Hubert V. Everly, dean, College of Education, University of Hawaii, Honolulu (1964-70).

**Idaho:** L. E. Wesche, prof. of education, Northwest Nazarene College, Nampa (1968-71).

**Illinois:** Martha H. Ayers, teacher, Greenville HS, Greenville (1969-72); Mel Swiedarke, teacher, Tefft Jr. HS, Streamwood (1968-70); Pauline Van Eaton, teacher, Rock Island HS, Rock Island (1969-71).

**Indiana:** Franklin D. Grable, math. teacher, Ben Davis Jr. HS, Indianapolis (1969-72); Donalda Tillett, elem. teacher, Lincoln School, Peru (1965-71).

**Iowa:** James A. Harris, teacher, Callanan Jr. HS, Des Moines (1966-72); Walter Schnelle, elem. prin., Longfellow School, Iowa City (1967-70).

**Kansas:** Helen Case, social studies teacher, El Dorado Sr. HS, El Dorado (1965-71); Carl F. Elvin, exec. dir., NEA-Wichita, Wichita (1969-72).

**Kentucky:** James Baker, supt., Middlesboro City Schools, Middlesboro (1969-72); Virginia Murrell, music teacher, Bellevue Public Schools, Bellevue (1963-70).

**Louisiana:** N. B. Hackett, exec. secy., Teachers Retirement System of Louisiana, Baton Rouge (1965-71).

**Maine:** Perham L. Amsden, prin., Union Street Jr. HS, Bangor (1967-70).

**Maryland:** Thomas G. Bush, specialist, Instructional Materials Center, Baltimore City Public Schools, Baltimore (1965-71); Elmer T. Hawkins, prin., Chestertown Middle School, Chestertown (1964-70).

**Massachusetts:** Helen F. Mara, asst. prof., State College at Salem, Salem (1968-71).

**Michigan:** J. Chris Jensen, counselor, Jackson HS, Jackson (1969-72); Lucile P. MacArthur, math and science dept. head, Cheboygan HS, Cheboygan (1964-70); Raymond Safronoff, 6th-grade teacher, Northwood Elem. School, Royal Oak (1968-71); David C. Sharpe, 6th-grade teacher, Keidan Elem. School, Detroit (1969-71).

**Minnesota:** Nicholas E. Duff, social studies teacher, Minnetonka HS, Excelsior (1968-71); A. J. Kramer, physical education teacher, Roseau (1967-70).

**Mississippi:** C. E. Hayman, supt., Amory Public Schools, Amory (1965-71).

**Missouri:** Mildred Leaver, dir. of resources media, Administration Bldg., Rolla Public Schools, Rolla (1964-70); Marge Wagner, teacher, Normandy HS, Normandy (1969-72).

**Montana:** Wallace O. Forsgren, dir. of instruction, Wilson School, Bozeman (1967-70).

**Nebraska:** Thelma L. Lang, teacher, Ravenna Sr. HS, Ravenna (1969-71).

**Nevada:** Minard H. Maus, asst. supt., White Pine Co. School Dist., East Ely (1969-72).

**New Hampshire:** Mabel M. McKelvey, social studies teacher, Berlin Jr. HS, Berlin (1952-70).

**New Jersey:** Everett C. Curry, admin. asst., Middletown Township Admin. Office, Middletown (1968-71); Dorothy B. Dagon, elem. teacher, Barber School, Phillipsburg (1969-72).

**New Mexico:** James D. Stewart, teacher, Hobbs Municipal Schools, Hobbs (1967-70).

**New York:** Catharine O'C. Barrett, teacher, social projects, Syracuse (1965-71); Mary G. Carden, 5th-grade teacher, Washington Drive School, Centerport (1969-72).

**North Carolina:** Bert Ishee, asst. supt., Special Education and Research, Fayetteville (1961-71); John Harding Lucas, prin., Hillside Sr. HS, Durham (1961-72).

**North Dakota:** Roger L. Kolsrud, HS music teacher, Mayville City Schools, Mayville (1968-71).

**Ohio:** Dickinson T. Guiler, asst. supt., West Carrollton City Schools, West Carrollton (1966-72); Helen Lybarger, special education teacher, Wynn School, Oregon (1967-70); Don McIlroy, consultant, Lorain Co. Supplementary Education Center, Lorain Co. Community College, Elyria (1965-71).

**Oklahoma:** Juanita Kidd, counselor, Putham City HS, Oklahoma City (1967-70).

**Oregon:** Charles "Ted" Hinds, elem. prin., Oak Grove Elem. School, Oak Grove (1969-72); Merlyn W. Smith, David Douglas HS, Portland (1967-70).

**Overseas Education Association:** Cecil E. Driver, teacher, Vandenberg Elem. School, APO New York 09633 (1969-71).

**Pennsylvania:** Rocco T. Dattola, teacher, Pennsbury HS, Fairless Hills (1969-72); Henry C. Messinger, field rep., Pennyslvania State Educ. Assn., Allentown (1968-71); Henry J. Stoudt, admin. asst., Huntingdon Area Schools, Huntingdon (1965-71); Jane P. Walker, math teacher, Clairton HS, Clairton (1964-70).

**Puerto Rico:** Modesto Rivera, prof., University of Puerto Rico, Rio Piedras (1969-72).

**Rhode Island:** Arnold Durfee, teacher, Barrington Jr. HS, Barrington (1968-71).

**South Carolina:** William S. Parrish, prin., Brookland-Cayce HS (1969-72).

**South Dakota:** Roger B. Allen, speech and English teacher, Mitchell Sr. HS, Mitchell (1969-72).

**Tennessee:** Paul J. Drake, elem. prin., Springdale Elem. School, Memphis (1969-72); William A. Lewis, Jr., English and speech teacher, Oak Ridge HS, Oak Ridge (1967-70).

**Texas:** Louise Emmett, administrator of Follow Through Program, Ft. Worth Public Schools, Ft. Worth (1966-72); Elizabeth Little, librarian, Mary Carrol HS, Corpus Christi (1968-71); James F. Malone, supt., Pampa Independent School Dist., Pampa (1967-70).

**Utah:** Louise B. Bennett, counselor, Millard Co. School Dist., Delta (1969-72).

**Vermont:** John Barry, asst. supt., Bellows Falls (1968-71).

**Virginia:** Edwin M. Betts, Jr., prin., Petersburg HS, Petersburg (1968-71); Charles W. Perdue, prin., Norview HS, Middleton Place, Norfolk (1969-72).

**Washington:** Apolonio Coronado, Spanish teacher, Olympic College, Bremerton (1969-72); James R. Nelson, vice-prin., Kirkland Jr. HS, Kirkland (1967-70); Gerald L. Saling, prin., Hutton Elem. School, Spokane (1966-72).

**West Virginia:** John F. Montgomery, pres., Greenbrier College, Lewisburg (1964-70).

**Wisconsin:** David E. Schulz, vocal music teacher, J. I. Case HS, Racine (1965-71).

**Wyoming:** Donald Blakeslee, guidance counselor, Rawlins Public Schools, Rawlins (1967-70).

**Member-at-Large:** Horace E. Tate, exec. secy., Georgia Teachers and Education Association, Atlanta (1969-72).

**Member Emeritus:** F. L. Schlagle, supt. emeritus, Kansas City, Kan.

**Honorary Members:** James A. Cullen, educational consultant, Bronxville, N.Y.; Jose Joaquin Rivera, coordinator, Latin American Relations, Hato Rey, Puerto Rico.

## 15 percent savings

# Homeowners insurance open to many members

NEA and many state education associations have launched a co-sponsored Homeowners Insurance Program to be underwritten by Horace Mann Educators of Springfield, Illinois.

The program, which officially goes into effect this month, provides protection for teachers who own or rent against financial losses caused by fires and other common perils. Associations already participating in the program are Arizona (AEA), Delaware (DSEA), Georgia (GEA), Idaho (IEA), Illinois (IEA), Iowa (ISEA), Louisiana (LEA), Minnesota (MEA), Missouri (MSTA), Montana (MEA), Nebraska (NSEA), New Mexico (NMEA), New York (NYSTA), North Dakota (NDEA), Rhode Island (RIEA), South Carolina (SCEA), Tennessee (TEA), and Wyoming (WEA). Additional states are expected to announce cosponsorship within the next few months.

Tailored to the needs of teachers, the new Homeowners Plan has been endorsed by the NEA and the state associations because of the overall low premium for sound coverage. The plan is offered at a cost 15 percent lower than most rates, with the fire insurance coverage at a 20 percent reduction.

Members may choose from five types of coverages—renters, basic, broad, special, and comprehensive—which range in coverage from damage by aircraft, including missiles and spacecraft, to damage by earthquake or landslide. The comprehensive policy protects a homeowner or renter from all accidental losses to his residence and personal property which are not specifically excluded in the contract.

Details on the program are available from NEA-State Association Homeowners Program, Box 1088, Springfield, Illinois 62701. Information may also be obtained from area representatives of Horace Mann Educators.

## 'A livable planet'

# Project focuses on man's environment

Alert man to his environmental problems and the need for solutions.

Involve the child in doing his own thing to keep our planet livable.

Communicate to pupils that clean air, water, and land are essentials in man's survival kit.

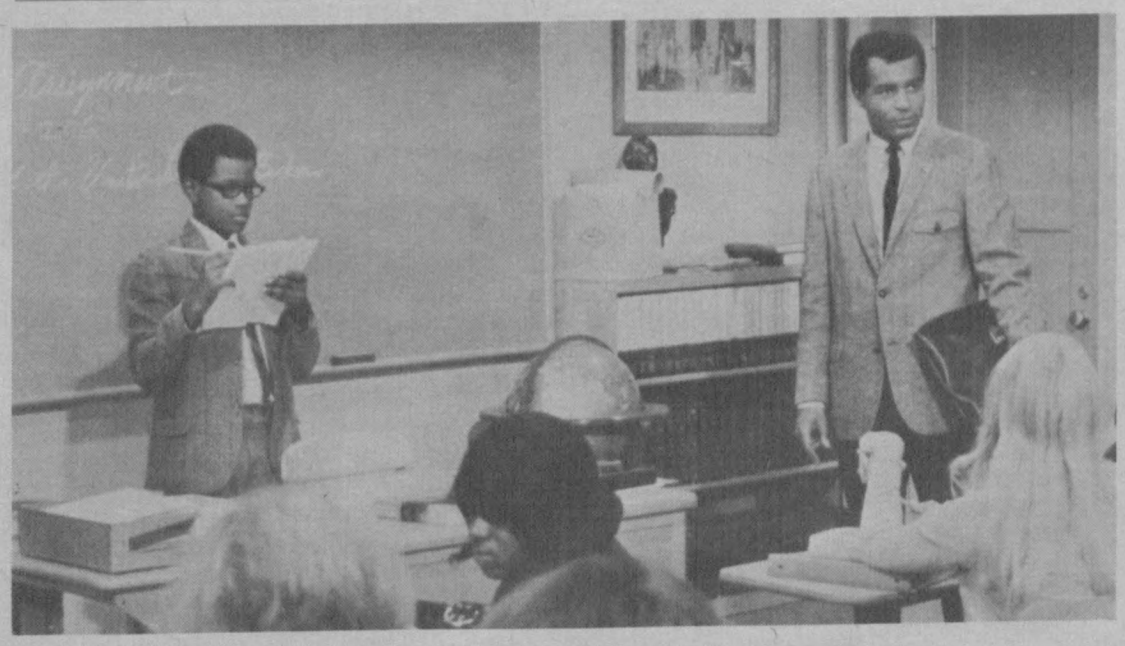
These are underlying aims of a new project announced by the American Association for Health, Physical Education, and Recreation to aid children's learning about their cultural and natural world.

Project ME (for Man's Environment) is designed to integrate earlier efforts in outdoor education and conservation with new educational approaches relating environmental quality and optimal resource utilization with man's needs. It will encourage school use of urban parks and open space, recreation and wilderness areas, and other environmental resources.

Donald Hawkins, assistant secretary of AAHPER and Project ME director, explained, "We will focus on what the environment means to each individual child. Each one is the center of a web—a web of interaction and interdependence with other men and environment."

In the early planning stages, the project has involved representatives of the NEA and its affiliated and associated organizations and agencies.

Initial efforts are being developed with the National Park Service of the U.S. Department of the Interior. In cooperation with the National Park Service, Project ME will study the effectiveness of selected NPS educational and interpretative programs for school children, Dr. Hawkins said.



NEA advises on TV's new series, "Room 222"

The NEA Executive Committee has authorized the Division of Press, Radio and Television Relations to serve in a professional advisory capacity to the ABC Television Network and to producer Gene Reynolds of the 20th Century Fox television series, "Room 222." The classroom comedy drama premiered Wednesday, September 17 (8:30 p.m., EDT). Lloyd Haynes stars as an eleventh grade black teacher of history in an integrated high school. The pilot film was viewed and judged by NEA officers as particularly relevant to what is happening today in such secondary schools. Teaching aids for using "Room 222" in the classroom will be included in the *Teachers Guides to Television*, available by $1 subscription for the fall semester from Box 564, Lenox Hill Station, New York, N.Y. 10021.

## Ethics code violated

# NEA expels superintendent, suspends teacher

NEA has expelled a Georgia school superintendent and suspended the membership of a Salt Lake City, Utah, teacher. Both actions become effective September 29.

DeKalb County (Georgia) School Superintendent Jim Cherry was expelled for his "flagrant violation" of the education profession's code of ethics.

In his report recommending the expulsion, Harold Hawkes, former chairman of the NEA's Committee on Professional Ethics, stated that Mr. Cherry has continually disregarded "standards for professional conduct."

Donald H. Morrow, NEA staff contact for the Committee on Professional Ethics, pointed out that both men had been given 60 days to appeal the Ethics Committee's decision to the NEA Executive Committee. At press time, neither had appealed.

Mr. Morrow stated that if the citizens of DeKalb County choose to retain Mr. Cherry as chief administrator of the county school system, they will do so "with the full knowledge that his colleagues in the teaching profession in this nation have placed their strongest stamp of disapproval on the behavior he has repeatedly demonstrated."

In ordering Mr. Cherry's expulsion, the Ethics Committee found that the DeKalb superintendent had violated four sections of the Code of Ethics of the Education Profession, adopted by the NEA's Representative Assembly in 1963.

The sections in question obligate each professional educator to: (1) participate in a reasonable manner in the development and implementation of policies affecting education; (2) accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities and support them when unjustly accused or mistreated; (3) provide upon request a statement of specific reasons for administrative recommendations that led to the denial of increments, significant changes in employment, or termination of employment; and (4) refrain from exerting undue influence based upon the authority of position in the determination of professional decisions by colleagues.

In his report, Mr. Hawkes, who served as hearing officer, charges that the superintendent "failed to conduct himself in a responsible manner" during the DeKalb Education Association's evaluation of county school system administration policies during the 1965-66 school year.

The report charges further that the superintendent failed to "participate in and conduct himself responsibly" during the 1967-68 investigation by the NEA's PR&R Commission into personnel policies and practices in the DeKalb School System.

The report charges Mr. Cherry with violating his professional code of ethics by failing to support two of his principals when they were unjustly accused of colluding to secure an improper loan from the DeKalb teachers' federal credit union in 1966-67. During the investigation, the report states, Mr. Cherry refused to divulge either the identity of the accusers or the nature of the evidence on which the charge was based.

The report further accuses the superintendent of using his position as superintendent in 1966 and 1967 to speak in opposition to a DEA proposal that the local association hire a professional executive secretary. The hearing officer found that Mr. Cherry used his position in 1967 to circulate to school system employees a memorandum which influenced their decision whether to cooperate with the NEA's investigation of personnel policies and practices.

The report also accuses Mr. Cherry of threatening to fire one of his principals in 1966 when the principal and the superintendent disagreed over matters of DEA policy. The principal was fired in 1967.

Suspended from NEA membership for the school year 1969-70 was Richard A. White, formerly of Salt Lake City, Utah, presently residing in Morton, Pennsylvania.

The suspension resulted from a hearing conducted by the Salt Lake Teachers Association into charges that Mr. White violated Principle IV, section 6, of the Code of Ethics of the Education Profession. Section IV-6 obligates the educator to "adhere to the terms of a contract or appointment, unless these terms have been legally terminated, falsely represented, or substantially altered by unilateral action of the employing agency."

SLTA found Mr. White guilty of the charge after evidence was presented that showed that he had failed to report to work on March 17, 1969, or thereafter, at Salt Lake's Riverside Elementary School without having provided notice that he wished to be released from the remainder of his year's contract for employment.

Continue your
NEA membership—
Renew now
for 1969-70

# current

## What's going on in TV, radio, press, and national magazines

### Television

*(All times are Eastern)*

**Room 222**—*Wednesdays, ABC-TV, 8:30-9 p.m.* A comedy-drama starring a black teacher of history in an integrated eleventh grade classroom, premiered September 17.

**Royal Family**—*Sunday, September 21, CBS-TV, 7:30-9 p.m.* An intimate backstage look at the British monarchy on and off duty.

**CBS News Special, Miners in Revolt**—*Tuesday, September 23, CBS-TV, 10-10:30 p.m.* A report on the Appalachian miners fighting their own union.

**CBS News 60 Minutes**—*Tuesday, September 30, CBS-TV, 10-11 p.m.*

**The Forsyte Saga**—*Premiere Sunday, October 5, NET-TV, 9-10 p.m.* The first of 26 episodes based on the literary works of John Galsworthy.

**Appalachian Autumn**—*Tuesday, October 7, CBS-TV, 9:30-11 p.m.* An original drama dealing with a proud father's efforts to hold his poverty stricken family together.

**From Here to the Seventies**—*Tuesday, October 7, NBC-TV, 8:30-11 p.m.* Explores the condition of the U.S. as it is now and what may be expected in the next decade.

**CBS News 60 Minutes**—*Tuesday, October 14, CBS-TV, 10-11 p.m.*

**The Mystery of Animal Behavior**—*Tuesday, October 14, CBS-TV, 7:30-8:30 p.m.* A study of animal rituals as observed by world renowned wildlife cinematographer and naturalist Heinz Sielmann. The first of four National Geographic Society specials.

### Magazines

**Saturday Review** *(September 20 issue)*—"The Politics of Desegregation," by Gary Orfield. "Cool Man in a Hot Seat," by Richard H. de Lone, an article about James E. Allen, Jr. "Bristol Township Schools, Strategy for Change," by Thomas J. Cottle, on the use of sensitivity training to bring about change. "The Dream of the Kibbutz," by Urie Bronfenbrenner.

*(October issues)*

**Atlantic Monthly**—"Ignorant Armies" by Janet Stevenson, laments the substandard teaching of Negroes in our public educational system in the South.

**Esquire**—"SDS: Students Diametrically Split," by Roger Kahn.

**Glamour**—"Sex Education: How Much and How Soon," by Flora Davis.

**Good Housekeeping**—"Why Some Public Schools Are Closing," a report on school finance.

**McCalls**—"The Parents' Guide to the Age of Revolt," by Donald Barr.

**Parents' Magazine**—"National Commitment to Early Childhood Education," a guest editorial by James E. Allen, Jr. "What Head Start Meant to Our Town," by Wendy Mazer. "How Dangerous Is TV Violence?" by George P. Dawson. "A College President Speaks Out," by Dr. George L. Cross, former president of the University of Oklahoma.

**Reader's Digest**—"Sex Education: Powder Keg in Our Schools," by Carl T. Rowan and David M. Zazie.

'A place of action'

# Student interns probe NEA

In an effort to involve students within NEA, the Student National Education Association this summer launched an internship program that is putting students to work at NEA Center.

One of the interns was Anthony Padden, Jr., state treasurer of the Student New Jersey Education Association and a senior at Fairleigh Dickinson University. He made an intensive three-week study of ways students can better contribute and relate to NEA and its affiliated organizations. His interviews with NEA unit directors revealed a need for student counsel and guidance in planning programs and publications which are directed to students, particularly in units that have student members.

As a result of his study, Mr. Padden believes that interns serving in NEA units could better communicate with other students, would help to increase student membership in NEA and its affiliated organizations, and would better prepare students for their professional roles as teachers and future members of the united profession.

Mr. Padden will receive three credits for his internship from Fairleigh Dickinson and will continue his study this fall by heading an evaluation committee of students who will appraise NEA publications in light of their attraction and value for future teachers. Mr. Padden said before returning to New Jersey that he hopes "to help other students discover that NEA is not just another headquarters of words, but a place of action, involvement, and meaning."

Dirck Brown, Student NEA director, said that Mr. Padden's study was a major contribution in paving the way for students to contribute to NEA operations, as well as exploring ways for NEA to help students who will enter the field of education. Plans are under way, he said, for continuing and expanding the program.

Other Student NEA interns who undertook special projects this summer included Nolan Albert, former Student NEA president and a second-year teacher in Louisiana, and Emile Soulier, III, a sophomore at Southwestern Louisiana University, who explored studies on student attitudes. Their study is the precursor of a thorough survey being planned by Student NEA.

Two first-year teachers—Carol Keane of Massachusetts and Carolann Lopez of New York—interviewed school officials in the Washington, D.C., metropolitan area and made studies in preparation for the upcoming issue of *Student Impact* that will deal with urban and suburban education.

Scott Daniels, Student NEA associate vice-president and a sophomore at Huron College in South Dakota, and Jim Melton, Student NEA associate vice-president, Student Texas State Teachers Association president, and a first-year law student at the University of Houston, looked into the possibilities of internship programs in the U.S. Office of Education, the Bureau of Indian Affairs, and NEA. They reported that reaction to their exploration of intern possibilities was consistently favorable and they foresee the program getting under way by early 1970. Arrangements are being made with schools of education to give students college credit for such work.

Student NEA President Charles Gonzales praised the intern program. "This is a creative endeavor by students to actively demonstrate their desire to become involved in their organization," he said. "NEA could profit by encouraging teachers to participate in a similar program."

# More NEA politics specialists are ready

"Widespread and enthusiastic response to the TIP Specialist program of the NEA Citizenship Committee during the past year has encouraged the committee to double the number of these consultants for 1969-70, bringing the total to 46," reports William E. Adams of Baltimore, chairman of the committee. A TIP Specialist (TIP—Teachers in Politics) is a consultant, knowledgeable and experienced in both education and politics, who voluntarily gives his time to visit education associations and to help them analyze and find solutions to their political problems.

Last year TIP Specialists helped associations plan successful campaigns for school board elections, bond issues, and millage elections; organize political clinics or workshops to motivate teachers to be active politically; train interviewers of candidates; organize separate political action committees to raise and spend campaign funds; and set up local citizenship committees.

"Those associations using the service said they got their money's worth," Mr. Adams said. "The cost to an association was almost always well under $100. Although the TIP Specialist gives his time, associations are asked to pick up the tab for travel and expenses. This year the committee may share expenses with associations if the situation seems to warrant it and the committee budget will stand it."

The 23 new TIP Specialists attended an orientation session at NEA Center on September 19-20. They found out what is expected of them and what resources are available.

Associations who wish to explore the possibility of using a TIP Specialist should write or call the Citizenship Committee at NEA Center.

NEA joins with others to advise broadcasters

NEA has joined with 17 other national organizations in a sustained effort to involve the viewer and the listener in the future of public broadcasting. NEA President George D. Fischer (right) talks with Clarence Mitchell (left) of the National Association for the Advancement of Colored People and John W. Macy, Jr., president of the Corporation for Public Broadcasting, during the first meeting of the Advisory Committee of National Organizations. "Cooperation between the National Education Association and the Corporation for Public Broadcasting comes at a crucial time when education, because of its unique problems, is moving into the public eye more than ever before," Mr. Fischer said at the meeting.

# Test helps diagnose new readers

The NEA Division of Adult Education service, in cooperation with the Flint (Michigan) Community Schools, has developed a test of word recognition that may help educators diagnose reading and listening deficiencies among beginning and low-level readers. The test, called the Visual-Auditory Test of Word Recognition (VAT), takes 30 minutes and is presented entirely by tape recording and slides.

"One of the differences between children and adults who are learning to read is that adults are much more experienced in language," pointed out Richard W. Cortright of the Division of Adult Education Service. "To say this is to state the obvious," he added, "yet the statement very nearly exhausts our understanding of how adults integrate their knowledge of language—gained primarily through listening—with their newly acquired knowledge of language in its written form."

The VAT is designed to find out more about this interrelation, Dr. Cortright said.

Further information about the VAT is available from Dr. Cortright, Division of Adult Education Service, NEA Center.

## Classroom teachers plan for Western regional conference

Three classroom teacher leaders plan for the Northwest regional conference of the Association of Classroom Teachers, to be held April 9-11, 1970, in Cheyenne, Wyoming. From left to right are Albert H. Cranston, Cheyenne, president of the Wyoming Department of Classroom Teachers; Jim A. Roady, Yakima, Washington, ACT Northwest regional director; and Carl Aisenbrey, Cheyenne, local chairman of the conference. The planning session took place at ACT's Western advisory council meeting in August at NEA Center.

## Guest speaker and leaders chat at ACT session

Elizabeth D. Koontz, now director of the U.S. Women's Bureau and past president of NEA and the Association of Classroom Teachers, visits with Donald F. Wilson, ACT president-elect, and Betty I. Buford, ACT president, at the Classroom Teachers National Conference, held July 6-18 in West Chester, Pennsylvania. Mrs. Koontz was a conference guest speaker.

# Quality search is ACT president's theme

"Classroom teachers are committed to maintaining and upgrading quality in education," said Betty I. Buford, president of the Association of Classroom Teachers of the National Education Association. "They see the professional associations as a major impetus toward that goal. More and more they are turning to their professional associations for help in achieving their objectives."

Miss Buford was discussing the theme she chose for her year as ACT president — "In Search of Quality."

"Classroom teachers have been demanding more and greater services of ACT," she pointed out. "One of the resolutions adopted by the ACT Representative Assembly in Philadelphia urges NEA to increase ACT's budget allocation so that ACT can expand certain of its programs and undertake several new activities. The resolution calls for action programs in the areas of auxiliary personnel, legislation, field service, instruction, and leadership preparation.

"We have made progress on some of these objectives," Miss Buford stated. "Newly filled ACT staff positions have made possible more aggressive participation by classroom teachers in the areas of auxiliary personnel and legislation.

"The ACT executive committee and advisory council realize that these goals cannot be achieved overnight," she said, "but we must make a start now."

Turning to professional association membership, Miss Buford said, "Classroom teachers have shown a willingness to assume responsibility for recruiting members of the professional organizations. They are committed to a unified profession. If they maintain their commitment, then they expect an appropriate share of professional dues to finance programs by and for classroom teachers."

Commenting on organizational structure, Miss Buford expressed her belief in diversity as well as unity. "The unified profession must provide for separate associations of classroom teachers and administrators so that they can work independently on the problems of their respective memberships and work cooperatively on issues of common concern," she said.

"Classroom teachers bring one point of view to a professional problem, and administrators bring another," she continued. "These points of view must be defined and clarified within the separate associations if a solution acceptable to all is to be achieved. The professional organizations of the united teaching profession must be structured so that they permit the various groups to function independently or jointly. The professional association must have independent segments, but there must be an umbrella organization that unites the efforts of all so that they provide the best education for students."

# *names in the news*

New chairman of the National Commission on Teacher Education and Professional Standards is **Donald C. Roush**, academic vice-president of New Mexico State University, Las Cruces.

Recently named chairman of the NEA Committee on Educational Finance is **Wilbert V. Bolliger,** member of the NEA Board of Directors from California and a classroom teacher in Pomona. New member of the committee is **J. Casey Olds,** high school teacher in Danvers, Massachusetts, who replaces **John P. Hindman.**

**Charles Gonzales,** New Mexico, is the newly elected president of Student NEA. New vice-president is **Janet Portolan,** California, and associate vice-presidents: **Suone Cotner,** Nebraska; **Larry Covey,** Kansas; **Scott Daniels,** South Dakota; **Roger Kruse,** Iowa; **James Melton,** Texas; and **Rob Weaver,** Indiana.

New officers elected for the National Association of Women Deans and Counselors are **Ruth H. Weimer,** Ohio State University, president; **Margaret Forsythe,** Ohio Wesleyan University, vice-president; **Martha Nichols,** Goucher College, secretary; **May Brunson,** University of Miami, treasurer. **Catherine Northrup,** Washington State University, is president-elect.

**John S. Hafemann,** of West Bend, Wisconsin, is the new executive secretary-treasurer of the New Hampshire Education Association, Mr. Hafemann, a classroom teacher with 19 years of experience and a member of the NEA Legislative Commission, replaces **Robert G. Lewis,** who had resigned. Mr. Lewis and his wife plan to move to Arizona.

**Walford N. Johnson,** former assistant executive secretary and director of governmental relations of the Washington Education Association, is the new executive secretary of the Florida Education Association.

**Richard L. Morgan,** who was assistant executive secretary of the Florida Education Association, is now executive secretary of the Nevada State Education Association. Mr. Morgan replaces **James T. Butler,** who has joined the staff of NEA's Commission on Professional Rights and Responsibilities.

New executive secretary of the California Teachers Association-Northern Section is **Theodore Kostyshak.** He was assistant executive for CTA's governmental relations office.

**Clymathes B. King,** former president of the Association of Classroom Teachers of the Mississippi Teachers Association and of the Department of Classroom Teachers of Jackson, was chosen to represent her state at the World Assembly for Moral Re-Armament in Coux, Switzerland, held from July 31 to August 14, 1969. Miss King is presently serving on NEA's Council on Human Relations.

**David C. Guhl** of Connellsville, Pennsylvania, past president of the NEA's Association of Classroom Teachers (1956-57), was honored recently by the Connellsville Area Education Association through the establishment of a David C. Guhl Scholarship Fund in recognition of his "devotion and effective service to the professional organizations of teachers—local, state and national." A scholarship in the amount of $800 will be awarded each year by the association to an outstanding student of the Connellsville area.

**Kathryn Townsend** of Victoria, Texas, past president of the Texas Classroom Teachers Association, was honored by her local association, the Victoria Classroom Teachers Association, at a testimonial dinner recently for her contributions to education. Mrs. Townsend received tributes from the governor, state commissioner of education, and members of the Texas legislature as well as from professional colleagues.

**Edrel Annette Coleman,** a sixth grade teacher in Ft. Wainwright, Alaska, and an NEA member, has been chosen Mother of the Year in Alaska and Military Wife of the Year.

**Floyd Barnes,** executive secretary emeritus of the Mississippi Education Association, died recently. Dr. Barnes was MEA executive secretary for 21 years, until his retirement in 1965.

**Newell Blair,** president of the Educators Fund Management Corporation, has been appointed president of NEA's Teachers Services Corporation.

**Braulio Alonso,** director, NEA International Relations, has been appointed by the State Department to the United States National Commission for UNESCO.

**Donald L. Briggs,** formerly assistant director of professional relations for the Iowa State Education Association, has joined the staff of the Association of Classroom Teachers as assistant FTA director. Prior to joining the ISEA staff, Mr. Briggs taught history and psychology in Humboldt, Iowa.

**Joseph J. Standa,** immediate past president of the Pennsylvania State Education Association and a former social studies teacher in the Greater Johnstown School District, is now federal relations coordinator for the Association of Classroom Teachers. In his new position, Mr. Standa will work with the NEA Office of Legislation and Federal Relations in promoting NEA legislative goals through classroom teacher action.

**Janice Bailey** has joined the staff of the Association of Classroom Teachers as auxiliary personnel coordinator. Mrs. Bailey, was formerly supervisor of elementary interns at Antioch-Putney Graduate School of Education in Yellow Springs, Ohio.

**Samuel Ethridge,** NEA assistant executive secretary for human relations, has been named to the editorial advisory board of *Integrated Education,* a semimonthly magazine dealing with the treatment of minorities in the public schools. The magazine publishes articles submitted by congressional leaders, educators, psychologists, and other professionals.

**James Ferguson,** former field representative in the NEA Southeast Regional Office, has been named director of the Southwest Regional Office, replacing **Noah Lee,** who resigned in August.

**Joseph Fisher,** executive director of the Houston Teachers Association for the past three years, is now assistant director of the NEA Membership Development Section.

**M. Ruth Broom,** staff member of the NEA Division of Press, Radio, and Television Relations, has been appointed the division's coordinator for magazine services.

**Lawrence G. Derthick,** NEA assistant executive secretary for professional development and instructional services, has been appointed a director of the Foreign Study League.

Multimedia Kit:

## HISTORICAL HIGHLIGHTS IN THE EDUCATION OF BLACK AMERICANS

includes a 22-minute, b/w filmstrip; 12″ 33⅓ rpm record with narration and music; a 36-page, illustrated history booklet; and a three-panel display. Stock No. 058-02162. $10 .

HISTORICAL HIGHLIGHTS IN THE EDUCATION OF BLACK AMERICANS
HISTORICAL HIGHLIGHTS IN THE EDUCATION OF BLACK AMERICANS
CENTER FOR HUMAN RELATIONS
HISTORICAL HIGHLIGHTS IN THE EDUCATION OF BLACK AMERICANS

*Display*: Adapts easily to a variety of spaces—vertical or horizontal—on walls, doors, bulletin boards, and windows. If used as self-standing display (as pictured) must be mounted on cardboard or other suitable backing.

*History booklet*: Carefully researched and documented. Amplifies material in filmstrip.

*Filmstrip*: 80 frames, record with audible and inaudible signal, and presentation guide and script with epilogue.

Here is the NEA's newest multimedia instructional program—an unsugar-coated story from 1619 to the present of the tortured travel of the black man along Freedom Road. It is useful for educators and students from upper elementary through college. While the materials relate to a variety of year-round classroom activities—such as English, social studies, and art—they are ideal for use during special events like American Education Week and Negro History Week. The complete kit may be ordered from the NEA Publication Sales Section. In addition, the 36-page booklet may be ordered in quantity (50¢ each, stock no. 051-02166), as may the displays ($1 each, stock no. 058-02168). A free brochure about the program is available from the NEA Publications Division.

# NEA offers life insurance special rate

A special open enrollment in Plan A of the NEA Life Insurance Program now gives members of the United Teaching Profession a once-in-a-lifetime opportunity to add to their financial ability.

The Special Services Division, in cooperation with the Prudential Insurance Company, has designated the period from October 1 to November 15 as "Special Insurance Days." During this time, members can enroll in the $5,000 Life Insurance Plan A for $1 if they are under 30 and $2 if they are between 30 and 60 years old.

During this period, enrollment requirements are reduced to minimum. The enrollee has only to certify that:

- He is under age 60 and not now insured in one of the Life Insurance Plans (A, B, or C) offered by the NEA.
- He is now actively employed and physically able to perform all the duties of his occupation.
- He has not been disabled on account of illness for four consecutive weeks or more during the past two years.

Arnold W. Wolpert, director of the division, reports that there will be a special mailing to all NEA members during the first week of October containing information about the offer. Any member who does not receive the information by mid-October may get it by writing to NEA Special Services Division, 1156 15th St., N.W., Washington, D.C. 20005.

Dr. Wolpert also reported that the NEA Accidental Death and Dismemberment Insurance Program had paid a $92,500 claim for the death of a husband and wife killed on a tour bus. Information about the AD&D program is also available from the division.

# *Negotiation pacts now cover million-plus*

More than a million teachers and other professionals are employed in school systems with teacher-school board negotiation agreements, according to an NEA Research Division survey released at the 1969 NEA Convention.

About four out of every five of the persons represented are served by NEA affiliates, rather than teacher unions or independent groups, the survey shows.

# *Unsatisfactory conditions reported*

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

| Association | District or System |
|---|---|
| • California Teachers Association | Lawndale Elementary |
| • California Teachers Association | Richmond Unified |
| • California Teachers Association | Ukiah Unified |
| • Colorado Education Association | Colorado Public Schools |
| • Georgia Teachers and Education Assn. | Pike County Schools |
| • Illinois Education Association | Decatur Dist. No. 61 Schools |
| • Indiana State Teachers Assn. | Metropolitan School Dist. of Southwest Parke (County) |
| • National Education Association | Richmond (Calif.) Unified |
| • Oklahoma Education Association | Oklahoma Public Schools |
| • Pennsylvania State Education Assn. | Aliquippa School Dist. |
| • Pennsylvania State Education Assn. | Chichester School Dist. |
| • Pennsylvania State Education Assn. | Elizabeth-Forward School Dist. |
| • Pennsylvania State Education Assn. | Erie Public Schools |
| • Pennsylvania State Education Assn. | Shade Central School Dist. |

*These sanctions have been lifted*: by the Alaska Education Association, the Fairbanks Public Schools; by the Illinois Education Association, the Edwardsville Community Unit No. 7 and the Rock Falls High School District No. 301; by the Maine Teachers Association, the Lewiston City Finance Board and the School Administrative District No. 34 (Belfast); by the Michigan Education Association, the Riverview Community Schools; by the Texas State Teachers Association, the South San Antonio Independent School District; by the West Virginia Education Association, the Monroe County Public Schools.

# Special educators plan early childhood meet

The impetus of federal legislation regarding early childhood education has resulted in the planning of a special conference by the Council for Exceptional Children.

Special educators from the United States and Canada and others interested in the early childhood education of exceptional and normal children are invited to attend the Conference on Early Childhood Education, December 9-13, in New Orleans. About 2,000 are expected.

Objectives of the conference are to explore the need for and potential of early intervention in education of the handicapped child; practical implications of current theories for early intervention; and implementation of programs with current models.

Topics to be considered will include diagnosis, remediation, personnel preparation, parent involvement, needs of different age groups, curriculum, legislation, methods, materials, innovations, trends, research and demonstrations, and evaluation.

Thirty section meetings with professional presentations and 30 meetings providing opportunity for interaction and discussions with leading experts will be among the conference features.

For registration information write to CEC at NEA Center.

# Florida court upholds teacher bargaining

The Florida Supreme Court has upheld the right of public employees in the state of Florida to bargain collectively.

The court ruled that, with the exception of the right to strike, public employees have the same rights to collective bargaining as are granted private employees under the Florida constitution. The decision further directs public employers to honor employees' authorization for the deduction of dues and fees.

The favorable ruling came as a result of an appeal filed by Dade Classroom Teachers Association and supported by the Florida Education Association and other county associations. In its ruling, the court pointed out that "in the sensitive area of labor relations between public employees and public employer, it is requisite that the Legislature enact appropriate legislation setting out standards and guidelines and otherwise regulate the subject" within the limits of the revised Florida constitution.

The Declaration of Rights in the new constitution assures "the right and freedom of association, self-organization, and the right to join or to continue as members of any employee or labor organization which complies with this section, and shall have the right to present proposals relative to salaries and other conditions of employment through representatives of their own choosing. No such employee shall be discharged or discriminated against because of his exercise of such right, nor shall any person or group of persons, directly or indirectly, by intimidation or coercion, compel or attempt to compel any such employee to join or refrain from joining a vocational or a labor organization."

## New winter vacations

# NEA-operated travel offers new adventures

Hundreds of inquiries are being received and teachers are already signing up for winter vacation tours, the NEA Division of Educational Travel reports.

In addition to the seven Christmas tours described in the division's 16-page booklet (see coupon at top of this page), the division has just added an India by Rail Golden Tour, December 21-January 6. This same tour may be taken at spring vacation time: March 29-April 14, 1970.

The Golden Tour of India offers four days of leisurely exploring in both Old and New Delhi. At Jaipur, known as the "Pink City," a night will be spent at the Rambagh Palace, former residence of a maharajah. In Agra, the group will visit the celebrated monument to love, the Taj Mahal. Then, with the next three nights spent in a luxurious, private, air-conditioned train, visits will be made to Sanchi, Ajanta, and to the famous Ellora Caves.

This leisurely travel by rail adds an almost personal dimension to the tour, affording a view of typical villages, colorful landscapes, and close-ups of everyday life along the byways of India. The tour ends with two days in which to see the sights and visit the bazaars of Bombay.

Another of the more exotic additions to the world-wide NEA-operated travel program is a camel caravan trek, scheduled for March 28 to April 11, 1970, at a time of the year when the desert is comfortably cool and ablaze with wild flowers.

This Desert Journey adventure follows in the footsteps of Lawrence of Arabia. It includes a three-day caravan with special saddles designed for riding comfort. Led by Edward Nevins, a noted explorer, the camel caravan will be escorted by Jordanian Camel Corps troopers.

New itineraries are being offered by the NEA division this year not only on exotic special tours, but in much of the regular summer tour program as well, and in the Christmas Tours. Several tours offer members an opportunity to visit the 1970 Osaka World's Fair. Other tours have been specially scheduled to attract NEA delegates immediately following the 1970 Convention in San Francisco.

Growing interest in Africa is reflected in tours planned for 1970, and more teachers will be visiting the South Seas. This year, seven Around the World tours will be offered.

Another unmistakable trend is toward more low-cost tours, as more and more young teachers express a preference for faster moving, more compact, and less expensive tours.

The ever-narrowing distances between Europe and America are making an impact even upon the programing of the Christmas tours this year, the NEA division says. For the first time, an Irish Holiday has been added to the more familiar list of Caribbean and Mexico vacation trips.

By popular request, Guatemala has been added to the list of Christmas tours being offered.

Bermuda offers a truly enchanting holiday of genteel leisure: a paradise of well-kept gardens in full bloom, luxury in the British style, with all the observer and participator sports afforded by sun, sea, and the good life. A similar holiday with a Dutch flavor is the Calypso Holiday in Curacao and Trinidad, with departures from Chicago, New York, or Miami.

A Festive Holiday in Mexico is always popular at Christmas time, the division says. Following several memorable days exploring the wonders of Mexico City with its rich heritage and its cosmopolitan present-day life of sophistication and modernity, the Mexico tour descends from the high temperate-zone plateau to the Colonial elegance of Taxco, the quaint silver city built on a steep mountainside. The tour continues down through the mountains along winding roads.

The other two tours at Christmas time offer a change of pace, place, and peoples, with all the makings for recreation and relaxation without leaving the United States. One is in San Juan, Puerto Rico, the other a Polynesian Holiday in Hawaii.

The entire NEA-operated travel program, cosponsored by state and local education associations, is offering over 100 tours during the summer of 1970, all of them conducted by educators who are experienced tour leaders thoroughly familiar with the areas being traveled.

In addition, and in order to meet the ever-increasing demand of teachers who want to spend their summer vacation time in Europe on their own, free to go where they wish and do as they please, more and more charter flights and group-fare flights are being offered every year.

Finally, the cosponsored travel program for the united profession again in 1970 will take hundreds of members on two-week summer visits to Hawaii.

**To: NEA Division of Educational Travel**
**1201 Sixteenth Street, N.W.**
**Washington, D.C. 20036**

Use pencil or ball-point pen

Please send me the free descriptive booklet checked below (for more than two booklets, add 25c each):

- ☐ Christmas Tours 1969
- ☐ India by Rail (Christmas 1969 and Spring 1970)
- ☐ Desert Journey by Camel (Spring 1970)
- ☐ World Adventure (Soviet Union, Pacific Area, Mediterranean, Around the World)
- ☐ Western Europe
- ☐ United States & Canada (including Alaska and Hawaii)
- ☐ Latin America (Mexico, Central America, South America)
- ☐ Transportation-only flights to Europe (information available after December 1)

Name _____

Address _____

City _____ State _____ Zip _____

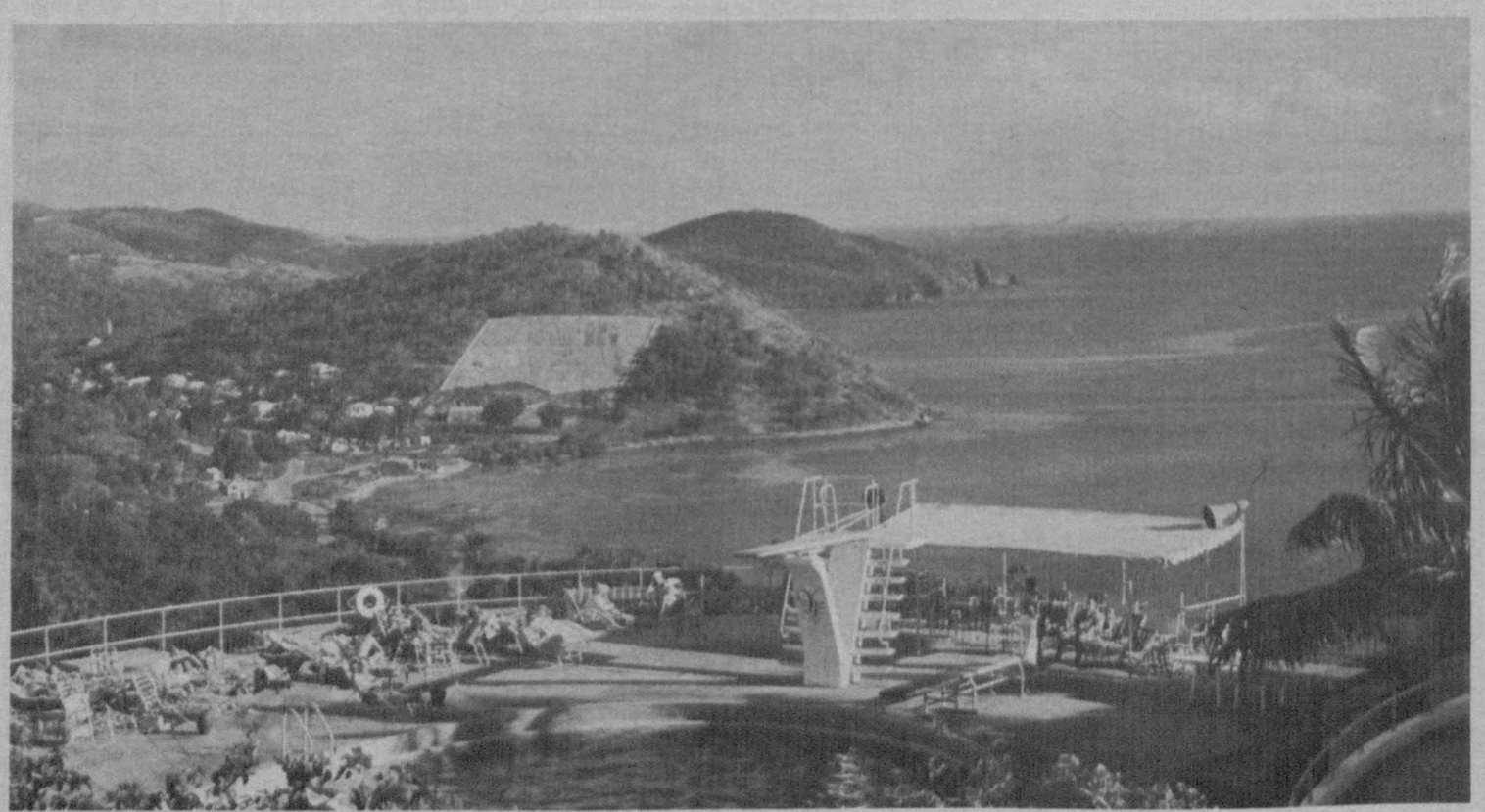
cut here and mail to the address above

**NEA travel offers camel trek**

One of the exotic additions to the NEA-operated travel program is a springtime camel caravan trek following in the footsteps of Lawrence of Arabia.

**Travelers can see colorful Trinidad**

Wintertime travel gives NEA members an opportunity to visit such warm islands as Trinidad, where the voyager may see such native events as this Muslim festival.



For some, the best wintertime vacation offers a chance to loaf in the sun in the Virgin Islands. *Pan American Union photo*

# 17,000 Los Angeles teachers boycott classes to protest rapid deterioration of school system

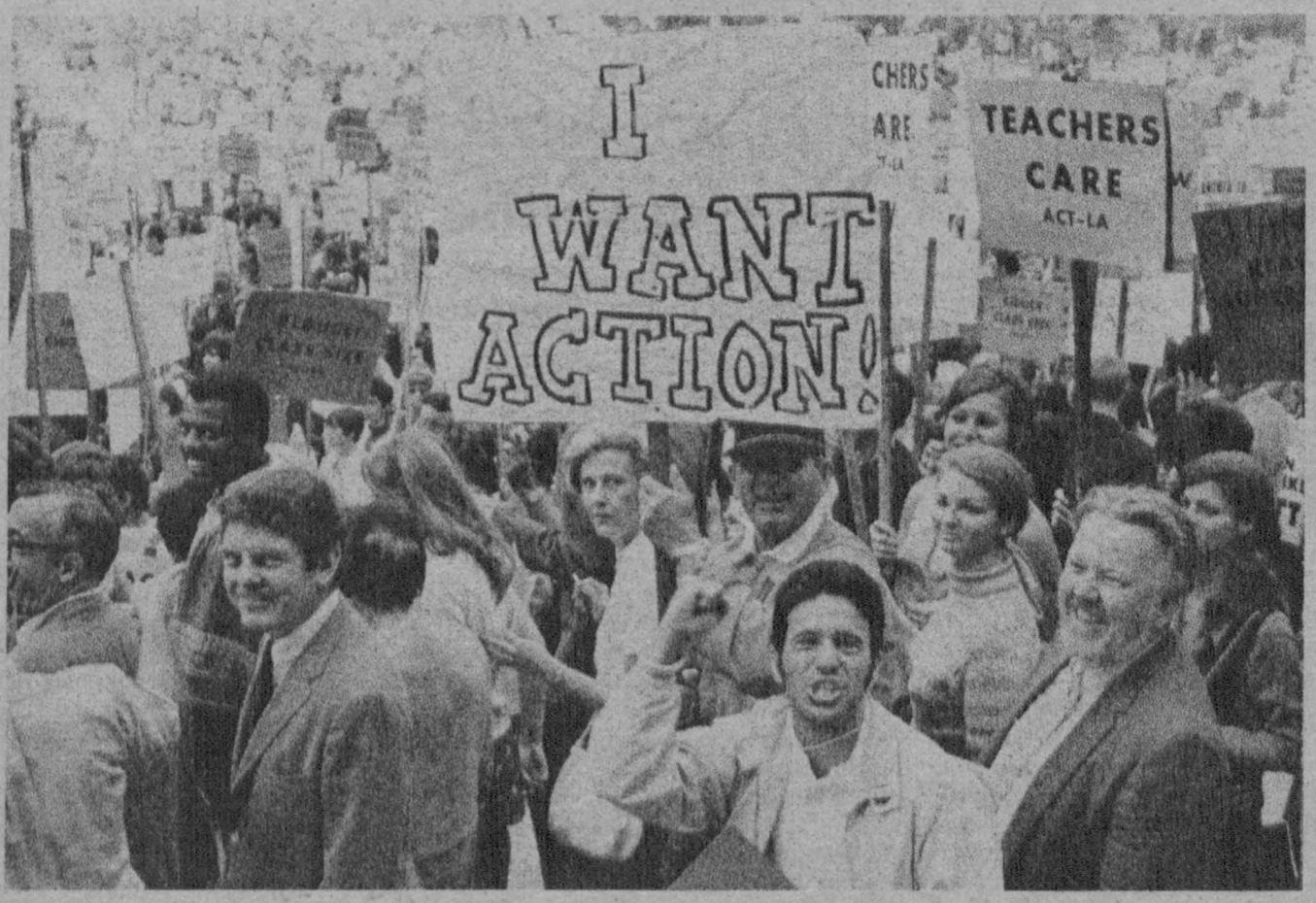

nea reporter

Published by the National Education Association

Vol. 8, No. 7 | Washington, D.C. | October 24, 1969

Los Angeles teachers march to dramatize school problems

With Los Angeles City Hall in the background, teachers march in protest of deteriorating school conditions. Fully 12,000 of the 17,000 striking teachers joined in the march, which stretched out the equivalent of six miles, taking nearly an hour and a half to pass a single point.




Massive protest lets Los Angeles know that teachers care

"Teachers Care" said many of the signs carried by members of the Association of Classroom Teachers—Los Angeles. "Some think strikes are unprofessional," said ACT-LA President Bob Ransom. "Los Angeles teachers believe that the truly unprofessional things are to sit passive as children suffer substandard educations and to tolerate subprofessional teaching and working conditions." California Teachers Association/Southern Section's executive secretary, Richard A. Batchelder, added that "what has begun to happen in Los Angeles and California is proof of the power and potential of the United Teaching Profession. With two million of us organized, public education in this country could truly become what it was meant to be."

On Thursday, September 18, the Association of Classroom Teachers-Los Angeles—NEA's largest local association, with 19,200 members—put on what a national TV newscast called "the most massive teacher protest in the nation's history."

Some 17,000 of the district's 22,000 classroom teachers boycotted classes. Fully 12,000 risked the crowded freeways and parking lots, driving up to 50 miles to join a mass rally and two-mile protest march through downtown Los Angeles.

At least half the city's 600 schools shut down completely; only six operated anything like a normal instructional day.

"Some teachers worry that strikes are 'unprofessional,'" observed ACT-LA President Bob Ransom. "Los Angeles teachers believe that the truly unprofessional things are to sit passive as children suffer substandard educations and to tolerate subprofessional teaching and working conditions.

"We have been loathe to use the strike weapon in California," Mr. Ransom continued, "but the rapid deterioration of our once-fine school system has brought us to a turning point.

"With the governor, legislature, and school boards all over the state refusing to respect teacher rights or to assume leadership in improving education, we teachers ourselves have now seized the initiative."

### Gargantuan problems

The problems facing the Los Angeles schools are gargantuan, ACT-LA officials said.

- Classes range upwards of 38, 39, 40, and even 45 students.
- Teachers' salaries are steadily less competitive, contributing to an educationally disastrous 50 percent turnover each year in inner-city schools.
- Dropout rates in inner-city high schools average between 30 and 45 percent.
- Reading scores are well below state and national averages, and are falling a little more each year.
- There are major shortages of equipment, supplies, and textbooks and other instructional material, and much of what exists is ancient and in poor repair.
- Many of the district's ramshackle school buildings have safety hazards and unhealthy and unsanitary conditions; maintenance is cut back a little further each year.

### Teachers lack voice

In the face of all this, teachers have virtually no voice in the setting of district priorities, or in any aspect of the decison-making process. Thus, while children trudged to their rag-tag classrooms, the school board and administration constructed a new school board and administration building, air-conditioned, plush-carpeted, and costing nearly $4 million.

Admission by a district official that these deficiencies would compel the district to hire between 600 and 1,100 "incompetent" teachers this year, and a final, contemptuous

*(See LOS ANGELES, page 6)*

## Books, books, books

The NEA Special Services Division is again offering a list of popular books at a discount for holiday giving. The books—listed on the last two pages of this issue—may be ordered with the coupon on page 12.

The NEA Publications Division is offering a list of NEA professional publications again this year at a 20 percent discount. These publications are listed in the November issue of *Today's Education*, the NEA Journal, which will soon be mailed to all members. The NEA publications discount will remain in effect until February 28, 1970.

# opinion interpretation

*This page of the REPORTER is devoted to editorial and interpretive material. Readers' letters, preferably brief, will be considered for publication. Opinions expressed in the REPORTER are not necessarily NEA policy, which is set only by Association resolution.*

## Will you help educators recover from hurricane Camille?

The killer winds and tides that accompanied hurricane Camille's assault on the Gulf Coast area of Mississippi and Louisiana in mid-August left more than 550 teachers without homes and personal possessions (see photos on next page).

For many teachers, it was not their first encounter with the devastating effects of a natural disaster. Some of those whose homes were destroyed had barely recovered from a similar storm four years ago.

As a long process of restoration continues, hundreds of teachers in the South will be exhausting their financial resources in a desperate attempt to recoup their losses.

The National Education Association is offering its more than one million members an opportunity to assist their fellow professionals during the current crisis. Donations should be sent to the Hurricane Camille NEA Disaster Fund, 1201 16th Street, N.W., Washington D.C. 20036.

*—NEA President George D. Fischer*

## State leaders view NEA's role in the United Profession

"The National Education Association provides the teachers of America with a strong program of research and instructional services. The most fundamental responsibility of our profession is to promote a more effective instructional program. Our membership in the NEA can strengthen the ties among the local, state, and national associations."

*—Franklin Shumake, president, Georgia Education Association*

"The National Education Association has assumed the leadership role in promoting better legislation and improved benefits for teachers to ensure greater security, more 'time to teach,' adequate salaries, better retirement. We believe that greater satisfaction and security for teachers stemming from the cooperative efforts of the state and national associations will tend to provide higher-quality education for the children and youth we serve."

*—Kenneth S. Hammer, president, Illinois Education Association*

"I am encouraged by increased assistance we have coming from Washington—from our National Education Association. NEA's victories in federal aid battles bring hope to our financial distress in New Jersey. Even more important is the increasing volume of professional services created at the national level to help professional action across the nation. NEA is on the march with day-to-day service helping teachers throughout this nation move forward."

*—George Springer, president, New Jersey Education Association*

"NEA is a national power which provides the machinery by which the collective voice of a million members can cause things to happen—federal legislation, protection of teacher rights, equality of human rights."

*—Kenneth Landeis, president, Washington Education Association*

"NEA speaks for the educator and educators at the national level. My individual membership ensures that I will be heard as an individual, and the collective voice that develops when a million plus individual voices come together through NEA ensures that educators will be heard. NEA membership converts individual views and dollars into a program that benefits all educators and education."

*—Claude A. Hearn, Jr., president, Texas State Teachers Association*

"It is evident from early returns from membership enrollment that the concept of unification has been enthusiastically accepted and supported by Pennsylvania teachers. Teachers are aware that because of the action of the united profession their financial status has become more secure and their professional reputation has been significantly enhanced. Unity provides teachers with opportunities to speak with authority in their chosen profession and through their organization. Today's teacher, united in local, state, and national membership, truly reflects the image of the new professional in Pennsylvania."

*—Helen D. Wise, president, Pennsylvania State Education Association*

"The teaching profession has only begun to be a powerful force in society. Teachers need the strength the United Teaching Profession—local, state, and NEA—can give to the cause of education. Together we can do the things we could not hope to do alone. We can make our dreams for education and children a reality. Through the United Teaching Profession education will assume its proper status as the most important service society offers its children."

*—Eugene M. Karol, immediate past president, Maryland State Teachers Association*

## *NEA backs test of Massachusetts anti-strike law, questions constitutionality of such absolute bans*

NEA is supporting the Massachusetts Teachers Association and the New Bedford Educators Association in challenging in the state supreme court the constitutionality of the state's anti-strike law. The case stems from the nine-day strike that delayed reopening of New Bedford schools until September 15.

NEA's general counsel, Robert H. Chanin, states: "The New Bedford case has important ramifications for teachers throughout the country. We believe that a statute which categorically prohibits all public employee strikes, regardless of the circumstances or the impact upon the public, violates the federal Constitution."

A review of the circumstances in New Bedford reveals that the city's teachers had been exposed to extreme provocation for more than a year while the school board apparently felt securely entrenched behind a court injunction. However, there was nothing in the state's law to indicate such stalemates could be taken into account. This dangerous situation was recognized by many, including the judge who imposed contempt-of-court fines. The city had claimed that losses caused by the teachers' strike amounted to $100,000. The judge ruled that the teachers would be fined half that amount and the school board would have to be responsible for the other half since the school board was also responsible for the whole situation.

**Events that led up to the New Bedford strike**

New Bedford teachers' refusal to work without a contract this September was not a sudden decision. They felt the same way a year ago, but the school board quickly secured a court injunction in September 1968. They felt even more strongly about it this year when they found that they still had no contract. Actually, negotiations in New Bedford had been dragging for 22 months and teachers were convinced they had been patient long enough.

On September 2, though it meant defying the year-old injunction, New Bedford teachers voted to withhold their services until they had a signed contract. The school board rushed at once to initiate contempt proceedings and to say that negotiations would not proceed until the teachers returned.

During the strike, New Bedford teachers had NEA's and MTA's financial and moral support and on-the-scene assistance. In addition they had ample evidence of support from other quarters, including the city's press and large segments of the public. Many voices were raised urging the school board to sit down and work out a contract with teachers. The judge in the case recommended the same thing; he even took a hand in getting the school board's negotiators and the NBEA team to hammer out one major impasse item in a 15-hour session held in his own courthouse.

Nevertheless, school board negotiators continued to foot-drag, thus convincing more and more teachers that only by withholding their services could they ever hope to get a contract. The strike grew in strength with each passing day. Before it ended, roughly 85 percent of the teachers were out.

The nine-day strike that started on September 2 ended as a major victory for teachers on Saturday, September 13. After long hours of intense negotiations that day, the long overdue contract was concluded. It incorporates binding arbitration, major economic and professional gains, and working conditions improvements for teachers as well as educational improvements for pupils. Moreover, teachers are guaranteed a full 180-day school year during 1969-70 with all struck days to be made up. New Bedford teachers overwhelmingly ratified the contract on Sunday; schools reopened, fully staffed, the next day.

**Post-strike questions remain to be answered**

The circumstances surrounding the New Bedford strike as well as its conclusion have raised a number of questions which demand answers. Since there is nothing in the contract concluded on September 13 that could not have been agreed to long before that late date, couldn't good faith negotiations have produced an equally satisfactory agreement without a strike and in far less than 22 months? Does an absolute ban on public employee strikes tend to encourage a false sense of absolute power among their employers? Instead of preventing strikes, therefore, do absolute bans help to provoke strikes that could have been avoided by nothing more than good faith negotiations? NEA and MTA are seeking answers from the Massachusetts Supreme Judical Court; the answers can have nationwide implications for teachers as well as for other public employees.

# Hurricane Camille devastates schools, teachers' property

Louisiana: school records hung up to dry

Hurricane Camille brought so much water into Port Sulphur, Louisiana, that the school records at the high school had to be pulled from the water and hung on lines to dry. Above, Donald Gros, Port Sulphur High School principal, and English teacher Lois A. Holman check on the drying records.

Mississippi: the home that used to be

Louis Elias, president of the Long Beach (Mississippi) Teachers Association, sits on the steps before the ruins of his home, which was completely destroyed by hurricane Camille. NEA is collecting donations to aid educators who lost property as a result of the hurricane (see preceding page).

## Five more follow

# Political action clinic set for Salt Lake City

The Honorable Howard W. Cannon, junior U.S. senator from Nevada, will headline a political action clinic in Salt Lake City, Utah, November 21-22.

The clinic, first of a series of six, will focus on how teachers can find the power bases in their communities and work with them, and on how teachers can work most effectively within the political parties. "Ins" from both parties will work in small groups with teachers of their political persuasion, and elected officials at state and local level will share their expertise in building a power base. Sessions will be pointed at specifics; for example, how to construct and use an attitude survey in planning political campaigns.

Senator Cannon is expected to speak on the importance of effective teacher participation in the political party structure.

This year the NEA Citizenship Committee is focusing each of the clinics on a practical theme:

**Harrisburg, Pennsylvania, January 9-11, 1970**—how we learn what we must learn to be effective; using political expertise;

**San Francisco, February 6-8, 1970**—how we train new political leaders; drawing the circle bigger for political strength;

**Des Moines, Iowa, February 20-22, 1970**—how we extend political horizons; applying techniques to various levels;

**Chicago, March 20-22, 1970**—how we organize separate political action arms or committees; strengthening those that exist;

**Hot Springs, Arkansas, May 1-3, 1970**—how to gear for political action and free teachers to participate; learning and applying basic techniques.

Local associations have been invited to send teams of three to five to the clinics. The NEA Citizenship Committee is offering a $100 subsidy to help defray expenses for the first ten teams of five that register for each of the clinics and that follow through with all five present from beginning to end. Clinic registration fee is $20, with reduced rates for teams.

For the first time this year, clinic sponsors are encouraging teams from Student NEA units and retired teachers associations. Up to thirty participants from each group for each clinic will be accepted. To encourage clinic participation of these groups, clinic registration fees will be halved for them.

## AFT earns 'fickle finger'

# Pennsylvania, Oregon affiliates win negotiation rights

During September, teacher-union locals in Erie, Pennsylvania, and in Portland, Oregon, earned "fickle finger" awards from teachers who are getting pretty tired of AFT-type sound and fury signifying nothing. After clamoring for representation elections and getting the opportunity to participate in such contests, the unions in both cities waited until the 11th hour to decide that, since they could not possibly win, they wouldn't play.

The Erie election had been set for September 24. Last May, the Erie Federation signed an agreement with the school board to participate in this election with the Erie Education Association. Subsequently, both organizations were highly visible in their campaigns to win teachers' votes.

Suddenly, five school days before the date set for polling, the union refused to have its name on the ballot, pulled out of the contest without explanation, and left the EEA unopposed to represent Erie teachers.

In Portland, the AFT local had been beating the drums for a representation election ever since 1965, the year Oregon's negotiation law was passed. That law prohibited organizational representation; it mandated negotiations by conference committees whose members ran as individuals and were elected at large. Last spring, Oregon's law was amended. The amendment mandated early fall elections in which teachers could choose to retain the conference committee, opt for organizational representation and pick the organization they wanted, or reject group representation altogether.

Eager for organizational representation and an election to establish such rights, the Portland Association of Teachers went to work as soon as the amendment was passed. However, whereas the union had been highly vocal for years, now that it had the opportunity to engage in a real contest it became strangely quiet.

The Portland election was set for October 3. On September 30, the Portland union pulled out of the contest by refusing to have its name on the ballot, claiming that it did not have time to run a campaign.

On October 3, by an overwhelming majority of the votes cast, Portland teachers rejected the conference committee and chose representation by the NEA-OEA affiliate, the Portland Association of Teachers.

**NEA members have until November 15 to take advantage of a special open enrollment on Plan A of the NEA life insurance program. Information about this offer is available from NEA Special Services Division, 1156 Fifteenth St., N.W., Washington, D.C. 20005.**

*nea reporter*

Published monthly from September through May (except December) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C. 20036.
Telephone Area Code 202, 223-9400

George D. Fischer.....President
Sam M. Lambert
Executive Secretary
John D. Sullivan .....Publisher

EDPRESS

**NEA REPORTER** is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.

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## Commission suggests:

# Turn student activism into positive action

Student activism is a force that has both positive and negative aspects. Educators have a responsibility to understand its causes and implications in order to help translate it into positive action for the betterment of society.

This was the consensus of the Joint Commission of the Association of Classroom Teachers and the American Association of School Administrators, which met September 19-20 in Washington, D.C.

"Far-reaching plans should be developed in order to exploit the positive aspects and preclude the negative effects of student activism," the commission declared in a statement issued following the close of the meeting.

On the positive side, the commission saw student activism as—

- A source of energy that can be focused on improving the educational program.
- An opportunity to analyze social forces and the institutions that affect them.
- A concern for enhancing the rights of individuals.
- A concern for improving humanity.

On the negative side the commission saw—

- Irrational group action resulting in unreasonable demands for hasty action.
- Potential damage to persons or property.
- An attitude of irresponsiability for the results of one's actions.

In order to maximize the positive aspects and minimize the negative aspects of student activism, the commission said, the teaching profession should—

- Initiate for all professional staff members in-service education programs emphasizing human relations training and aimed at facilitating cooperative teaching procedures.
- Take steps to release education from the confiines of the school building and project students into direct involvement in community activities.
- Provide opportunities for students to become involved in planning and evaluating learning experiences, in keeping with their readiness and maturity.
- Free existing structures in the schools to provide for students more opportunities for individual choice and responsibility.
- Provide educational experiences that help young people develop viable value systems and standards of personal behavior.

The commission, composed of seven classroom teachers and seven school administrators, meets twice annually to discuss subjects of mutual concern to the Association of Classroom Teachers and the American Association of School Administrators.

### Classroom teachers plan conference

Betty I. Buford, president of the Association of Classroom Teachers, NEA, emphasizes a point at a planning session for ACT's Classroom Teachers National Study Conference on Student Teaching and the Classroom Teacher. Listening is Janice Bailey, recently appointed by ACT as its auxiliary personnel coordinator. The invitational study conference, to be held November 28-29 in Washington, D.C., will bring together approximately 50 classroom teachers and 35 representatives of other groups, including high school and college students. Participants will consider (a) the role of the classroom teacher in the student teaching program in the local school system; (b) steps that the local association can take to define and establish that role; (c) procedures that should be set up in a local system to implement, change, or improve the student teaching program; and (d) guidelines that should be established for more teacher involvement in decision making, better understanding and continued strengthening of the student teaching program, and greater cooperation among all persons involved.

# Ohio, New Jersey consider lower voting age

November 4 referendums will give voters in Ohio and New Jersey an opportunity to demonstrate their faith in the products of the American classroom. Both referendums would lower the voting age in their respective states.

Spokesmen for NEA's Project 18—which is working with the Youth Franchise Coalition in the right-to-vote effort—are urging New Jersey and Ohio voters to endorse the proposed voting age amendments. Students in both states, canvassing door to door, are seeking approval of a lowered voting age.

"What better way to attest to our belief in the system," asks Student NEA President Charles Gonzales, "than by showing that we want to be included in the democratic process?"

# Desegregation plan urged for North Carolina county

Charging that the Hyde County (North Carolina) Board of Education has precipitated "an educational catastrophe," a special NEA committee is urging the board to devise a desegregation plan which would not close formerly all-Negro schools.

In its report summarizing an eight-month study of racial conflict in the Hyde County school system, the NEA committee recommends that the county's two black schools be used as elementary schools on a desegregated basis and that one white school serve as a high school for secondary pupils of both races. A fourth county school, on remote Ocracoke Island, was not included in the study.

The desegregation plan formulated by the school board in May 1968 and submitted to the U.S. Department of Health, Education, and Welfare, calls for the phasing out of the county's two Negro schools over a three-year period and the absorption of all Negro pupils into the white school. Protests by Negro parents and repeated refusals by the school board to alter its proposed plan produced a year-long boycott of the schools by the county's more than 700 black pupils.

The NEA committee found the school board's desegregation plan unsatisfactory because the plan would close two adequate school buildings, produce serious overcrowding in a third building, and require only black pupils to relocate.

The special committee, appointed by NEA President George D. Fischer, studied the Hyde County School System at the request of the Hyde County Unit of the North Carolina Teachers Association. The study was authorized by NEA's PR&R Commission.

## NEA seminar report

# Bargaining by public employees seen irreversible

NEA's fourth annual Seminar on Professional Negotiations was held on August 10-15 this year. Participants rated it their most stimulating, informative, and helpful experience of the year. Attendance is always at maximum at the seminars. This year, the planned size for the group had to be enlarged. Requests from local and state association leaders and staffers were so persuasive that additional students were accommodated.

Since growing numbers of enrollees are experienced teacher-negotiators, this year's seminar provided advanced classes as well as basic training for beginners.

NEA staff members were the instructors for the most part and Division of Field Services staffers were particularly in evidence.

The keynote address was presented by Erwin B. Ellmann, a Detroit attorney who has been deeply involved in teacher negotiations in Michigan since the state's law was first passed. As a man who has chalked up an impressive record of successes in battling for teachers' interests, and one with a real talent for pulling no punches in telling it as he sees it, Mr. Ellmann lived up to expectations. His kickoff was as provocative as it was informative.

The other outside speaker was Walter E. Oberer of Cornell University Law School. His topic was "The Future of Collective Bargaining in Public Employment."

"Collective bargaining in public employment is irreversible," Dr. Oberer said. "There will be more of it, more statutes authorizing it, more employees engaged in it. . ."

Militancy, he believes, will increase because "in a system where squeaking wheels get the grease—in other words, in a free society—all wheels, sooner or later, are compelled to squeak in self-defense . . ." However whereas militancy could bring increasing legalization of public employee strikes, it could also force "increasing resort to compulsory arbitration . . ." and could erode aspects of the civil service system "at least insofar as that technique for achieving uniformity of employee benefits is concerned.

"And," he noted, "along with the erosion in civil service protection of public employees will come the related erosion of statutory schemes for teacher-tenure protection. Public employees will find it increasingly difficult to have their cake and eat it too, that is, to have the benefits from collective bargaining while retaining the more traditional type of legislative protection fashioned to deal with public employees in an era when they lacked the power and inclination to exert collective economic pressure on their public employers, and were as a consequence dealt with paternalistically . . ."

There will also be, he pointed out, "an increase in the sophistication of taxpayers and voters . . . they will be motivated to counter-organization for self-protection. Their pressures will be [exerted] . . . with the goal of countervailing the economic and political strength of the organizations of public employees . . . Merit principles, largely absent to this point, for example, in bargaining between school boards and teacher organizations, will come into play. For improvements in the terms and conditions of employment, public employees will be required to improve in efficiency and productivity. Pressures will be generated . . . to improve [their] services in order to justify . . . the enhanced cost of these sacrifices . . .

"In short, the very pressure which the advent of collective bargaining in public employment permits public employees to bring to bear upon their employers will in time boomerang . . . To the extent that public employees [are] no longer viewed paternalistically as a body of public servants meriting special protection [they] will be required to produce in a manner commensurate with their improved compensation and conditions of employment . . ."

He concluded his forecast by stating that "the past is a poor guide to the future in view of [today's] explosions in technology, population, urbanization, and specifically, in public employment."

# names in the news

The following appointments were recommended by the NEA executive secretary and approved this month by the NEA Executive Committee:

**Samuel B. Ethridge** as assistant executive secretary for teacher rights, effective October 13; this office is now administratively responsible for the Center for Human Relations; the Professional Rights and Responsibilities Commission, including the Ethics Committtee; and the DuShane Emergency Fund Division.

**Thomas J. McLernon** as assistant executive secretary for special services, effective October 13; this office is now administratively responsible for the NEA Division of Educational Travel, for the Special Services Division, and for liaison with the Teachers Services Corporation and insurance companies involved in NEA programs.

**James Butler** as director, DuShane Emergency Fund Division, effective October 20, the fund having been given divisional status at the May 1969 meeting of the Executive Committee.

**Farold Norris** as director, Division of Accounts, effective November 1, upon the retirement of Elizabeth Geib.

**Michael Dunn** as director, Budget Division, effective October 13; divisional status is now given to the former Office of the Budget.

**David E. Bork** has resigned his post as leadership coordinator of the Association of Classroom Teachers, NEA, to go into private consultative work. The position is now open, and applications may be sent to the NEA Personnel Office.

The first appointments in the new Professionals-in-Residence of the Contemporary Music Project include **Phillip Rhodes,** formerly on the faculty of Amherst College, who now is composer-in-residence for Louisville, Kentucky; **Robert Jones,** formerly composer-in-residence for the West Hartford, Conn., public schools, who now is composer-in-residence for Plymouth, Michigan; and **Marc Taslitt,** formerly at Indiana University, who now is pianist-in-residence for Wichita, Kansas. The Contemporary Music Project is supported by funds from the Ford Foundation and the Music Educators National Conference, an NEA national affiliate.

New president-elect of the National Council of Teachers of Mathematics is **H. Vernon Price,** professor of mathematics and education at the University of Iowa and head of mathematics in the University High School, both in Iowa City. Dr. Price becomes NCTM president in spring 1970, succeeding **Julius H. Hlavaty,** retired teacher of mathematics of New York City Public Schools. Elected vice-president for college is **Jack E. Forbes,** professor of mathematics at Purdue University's Hammond, Indiana, campus; vice-president for junior high school is **Mary Etta Stine,** mathematics supervisor, Fairfax County (Va.) Public Schools.

**Howard B. Hitchens, Jr.,** who was director of instructional technology at the Air Force Academy in Colorado, is new executive director of the Department of Audiovisual Instruction. **Anna Hyer,** who was executive director, resigned to give full time to the Division of Educational Technology. Dr. Hyer is director of the division.

## Around the nation

# State associations report success in winning legislative victories

State education associations throughout the nation continue to rack up gains for schools and teachers through the legislatures. Below the REPORTER tells in brief of a few of the outstanding legislative victories of the past year.

### Texas

The Texas State Teachers Association reports that legislation passed in their state this year will keep Texas rising gradually in educational standing among states during the next 10 years.

The most important Texas educational bill was H.B. 240, which, among other things:

- Provides an average increase in teacher salaries for 1969-70 (over 1968-69 levels) of $750 per teacher, at a cost to the state of $61.9 million; and another average increase of $1,000 for 1970-71 at an additional cost to the state of $92.8 million.
- Puts into effect in 1971-72 a teacher salary schedule which provides a 5 percent annual raise for 10 years of teaching service, at an annual cost to the state beginning at $24 million in 1971-72 and decreasing each year until it levels off at about $4 million yearly in 1978-79.
- Provides a 10 percent cost-of-living increase in the base salary in 1974 ($600 per teacher) and additional 10 percent increase in the base $660 per teacher) in 1978-79.
- Provides a 10 percent increase in state aid for school maintenance and operation, and adds vocational teachers to the eligible list for this allocation effective 1970-71.
- Provides a 20 percent increase in state aid for school transportation, effective 1970-71.
- Adds kindergarten (for 5-year-olds) to the Foundation Program, starting with educationally deprived children on a limited basis in 1970-71 and increasing gradually until it affects all 5-year-olds in 1978-79. Cost to the state is estimated at about $6 million in 1970-71. This program was added as a floor amendment by the Senate.
- Provides teacher aides (one per 20 teachers) effective 1970-71.
- Lowers the allocation ratio of one teacher per 26 students for districts with 1,513 or more pupils in ADA to 1:25, effective 1970-71.

**Texas legislator honored by teachers**

Rep. George T. Hinson, a senior member of the Texas House of Representatives and chief backer of laws to improve state support of public education since 1951, was honored on September 30 at an appreciation dinner held by Houston-area members of the Texas State Teachers Association. Antoinette Miller (left), TSTA immediate past president, and Kate Bell (right), chairman for the dinner, were among the Texas educators who paid tribute to Representative Hinson. Chairman of the House public education committee for the last four sessions of the Texas Legislature, Representative Hinson was the author, with 97 co-authors, of the school foundation program act which won passage in the 1969 legislative session.

### Missouri

The Missouri State Teachers Association reports that the 1969 Missouri General Assembly enacted a revised school foundation distribution formula which:

- Increases state funds $350 million during the next four years, with not less than 80 percent going for teachers' salaries.
- Is designed to increase state funds to equal local funds for current purposes on a statewide basis during the next four years.
- Recognizes the need for compensatory education by providing school districts $125 for each pupil receiving aid for dependent children.
- Provides state aid for summer school.
- Provides increased state aid for transportation.
- Relates school district equalization to assessment ratios established by the state tax commission.

A proposed constitutional amendment that would increase from $3.75 to $5.55 the current levy that can be approved by majority vote was also submitted to the voters by the Missouri General Assembly.

Missouri's first statewide teacher tenure law was enacted this year, replacing continuing contract provisions. Also included in the tenure act was legal recognition of the right of boards of education to establish policies on sabbatical leave, maternity leave, sick leave, and military leave.

Further, MSTA reports, retirement provisions for noncertificated school employees were improved and the credit union law was liberalized.

### Tennessee

The Tennessee Education Association reports that the state's legislature this year approved $25 million more for education than had been proposed originally by the governor. Of the total, $20 million will go to reduce the pupil-teacher ratio in elementary and secondary schools, to provide guidance counselors in all secondary schools, to provide librarians in all schools, to triple the state support of kindergartens, and to provide an average salary increase of $500 per teacher.

The gains were made possible by the passage of a tax increase on cigarettes and tobacco, TEA reported. The revenue measure was passed after a relentless campaign by TEA and in spite of predictions that the legislature would not pass any tax bills this year.

### Colorado

The Colorado Education Association reports that the legislature of that state this year voted a record increase in state appropriations for education and at the same time imposed a limitation on school district spending without approval by taxpayers.

Total state appropriations for education were increased from $93 million to almost $145 million, an increase of almost $53 million.

About $2.3 million was provided for programs for the disadvantaged. Funding of special education programs was increased from 59 percent to an estimated 62 percent of the amount promised in the law.

CEA also reports that the legislature passed a new bill creating a Professional Practices Commission, nine of whom are to be teachers.

The commission will have the power:

- To establish a code of ethics and professional standards for teachers subject to approval by a two-thirds vote of Colorado teachers voting.
- To investigate any other aspect of the field of education that it chooses.
- To investigate any type of complaint regarding a teacher, report findings, and make recommendations regarding revocation or suspension of a teacher certificate.

# Future teachers encouraged to visit Capital

For the past four summers, just after school is out, William R. Owen, student consultant for the Michigan FTA, has been bringing a group of about 50 Future Teachers of America from all parts of his state to the Nation's Capital for an intensive five days of tours, briefings, and discussions.

One student said of his group's visit to Washington, D.C., and to NEA Center: "It gave us a chance to find out more about how our government works and the role education has in it."

The national Future Teachers of America office, FTA consultants in other states, and the NEA Division of Educational Travel (which handles the logistics and makes the arrangements for the visits to Washington) are eager to have states take part in the FTA Washington Seminar program.

NEA Travel Division spokesmen said that anyone who feels confident that he could get an interested group of from 25 to 50 FTA members from his state should let it be known to the state association's FTA consultant. He can follow up the idea and see if there is enough interest in other sections of the state to really get something going, they said.

For about $75, plus low-cost group transportation from a central city, the NEA Division of Educational Travel can offer a package deal: visits on Capitol Hill, to the White House and to major departments of the federal government, and to NEA Center. The price would include five nights in a hotel plus four breakfasts, sightseeing, transfers and boat and bus ride to Mt. Vernon.

**Renew your NEA membership now**

# Pennsylvania's teachers stand firm for contract rights

## Solidarity brings settlements in Pennsylvania

Teachers stood together in Aliquippa and three other school districts in Pennsylvania this fall to demand their rights to fair negotiation. When settlements came, teachers had reaffirmed everything they negotiated last spring and had won protection of their contract rights. Further, school boards guaranteed that no reprisals or recriminations would be levied against teachers. Pennsylvania State Education Association officials worked with local teachers to bring about the settlements. In the photo above, PSEA President Helen Wise (near right with PSEA sign) joins marching teachers in Aliquippa.

## NEA executive secretary backs Pennsylvania teachers

NEA Executive Secretary Sam M. Lambert flew to Aliquippa and Gateway in Pennsylvania to demonstrate NEA's support for its teacher-members. The NEA official said he deplored the fact that school boards in those two districts decided to "do battle with teachers rather than join them in working for improvement of education." "Teacher militancy," Dr. Lambert said in Pennsylvania, "has taken on deeper implications. It's not a case of raising hell just to raise hell, but rather a determination on the part of teachers to have a strong voice in educational policy."

April 15 deadline

## Carr scholarship award offers $1,000 stipend

Applications for the third annual William G .Carr Scholarship may be submitted until April 15, 1970. The scholarship award was established in the name of the former NEA executive secretary to promote two of Dr. Carr's primary interests: the strengthening of independent professional education organizations and international education.

In keeping with the plan to alternate from year to year the category in which the award is given, the 1970 scholarship will be awarded for a graduate study program which contributes to professional organization work.

The $1,000 scholarship award is designed to encourage and develop the capable and constructive leadership the teaching profession needs to achieve its goal of quality education. To qualify this year, a candidate must be an officer or a staff member of a local or state professional organization in the United States pursuing or completing graduate education in some aspect of professional association work.

Application forms are available from the William G. Carr Scholarship Fund Committee at NEA Center. After preliminary screening, a subcommittee of the NEA Executive Committee will select the winner. The recipient of the award also will receive funds for a trip to San Francisco where the award will be presented at the NEA Convention in early July 1970.

Contributions to the Carr Scholarship Fund may be sent to the Fund at NEA Center.

## School board awards scheduled

The 1970 ACT-Thom McAn National School Board Awards will be sponsored by the Association of Classroom Teachers and the Thom McAn Shoe Company, a national firm with long-standing interest in community development. December 15 has been set as the deadline for school board award nominations.

Fifteen national and regional cash awards totaling $12,500 and 30 additional merit awards will be granted to school boards.

Any local association affiliated with the NEA may nominate its school board for an award. Nominations are reviewed in three categories based on pupil enrollment—boards with enrollments of less than 6,000, those with enrollments from 6,000 to 70,000, and those over 70,000.

Additional information and official nomination forms are available from the Association of Classroom Teachers, NEA Center.

## Art educators plan January seminar

A four-day seminar involving 100 participants will be held in January 1970 as part of the National Art Education Association's project directed toward the needs of supervisory personnel in art education.

November 15 is the deadline for applications to attend the seminar. Those eligible to participate are art supervisors, directors, and consultants of large and small systems; state supervisors and/or directors; college personnel who teach courses in supervision or supervise student teachers; and heads of college art and art education departments.

Applications should be requested from NAEA at NEA Center.

# Los Angeles teachers' boycott...

*(Continued from page 1)*

disregard of the teachers' negotiating council in setting 1969-70 salaries, were the immediate causes of the September 18 protest, ACT-LA officials said.

The demonstration put the state government on firm notice that teachers all over the state are prepared to stand up and be counted unless it takes two actions this year. First, teachers are seeking a collective bargaining law that would apply immediately in Los Angeles. Second, they want the state to boost its contribution to the support of public education, now down to 35 percent from nearly 50 percent a decade ago.

The protest also warned the Los Angeles school board and central administration that their failure to push for these reforms can only end in massive social disruption in the state's largest city.

"We are girding for a prolonged and full-fledged strike in the spring," explained ACT-LA Executive Director Don Baer. "At that time the state legislature will be in session again, and we will be negotiating with the school board on a master contract for 1970-71.

"Either these two bodies take steps toward decent schools by spring, or our 20,000 members will close the schools until they do."

That Mr. Baer's warning was no idle threat was shown not only by the success of the September 18 protest, but also by two closely related developments.

On September 15, ACT-LA's 19,200 members chose to back a full-fledged strike at the discretion of the ACT-LA executive board. The vote was better than 4 to 1 in support of striking, and the authority to call a walkout was formally conferred on the executive board later that same night by an almost unanimous vote of the representative council.

In the two weeks surrounding the one-day walkout, ACT-LA gained more than 1,000 new members.

At the rally itself, the 12,000 teachers heard NEA Executive Secretary Sam Lambert promise that "the National Education Association is with you to the very end."

With the crowd roaring approval at each offer, the NEA official promised Los Angeles teachers "our large field staff, including the best of our hard-nosed negotiators," "every resource we can beg, borrow, or steal," and "our entire legal staff" to fight any court action sought by the school district.

On Monday, September 29, the district withdrew a request for a permanent injunction against an ACT-LA strike. Earlier, ACT-LA and the California Teachers Association/Southern Section staff attorney had argued successfully against a temporary restraining order which would have banned the one-day walkout.

Superior Court Judge Richard Schauer had ruled that teachers do not automatically lose their First Amendment right to a free expression of grievances simply because they walk through a classroom door, and that a walkout is a legitimate vehicle for such expression.

Deadline set

## San Diego strike possible

At a mass meeting last month, San Diego teachers voted overwhelmingly to call for a strike vote of the SDTA's 5,000 members early in November if the school board has not agreed to a master contract.

In a continuing battle over 1969-70 salaries, established unilaterally by the board earlier in the summer, SDTA decided to withhold all unpaid, voluntary extracurricular services and to mount a massive public information campaign.

San Diego teachers, like those in most of California, received a pay hike this year of just over 5 percent, a figure apparently agreed upon by district superintendents in a secret meeting last winter.

## Association and union merge

The nation's first merger of a local education association and a rival teacher union has been approved by the respective units in Flint, Michigan.

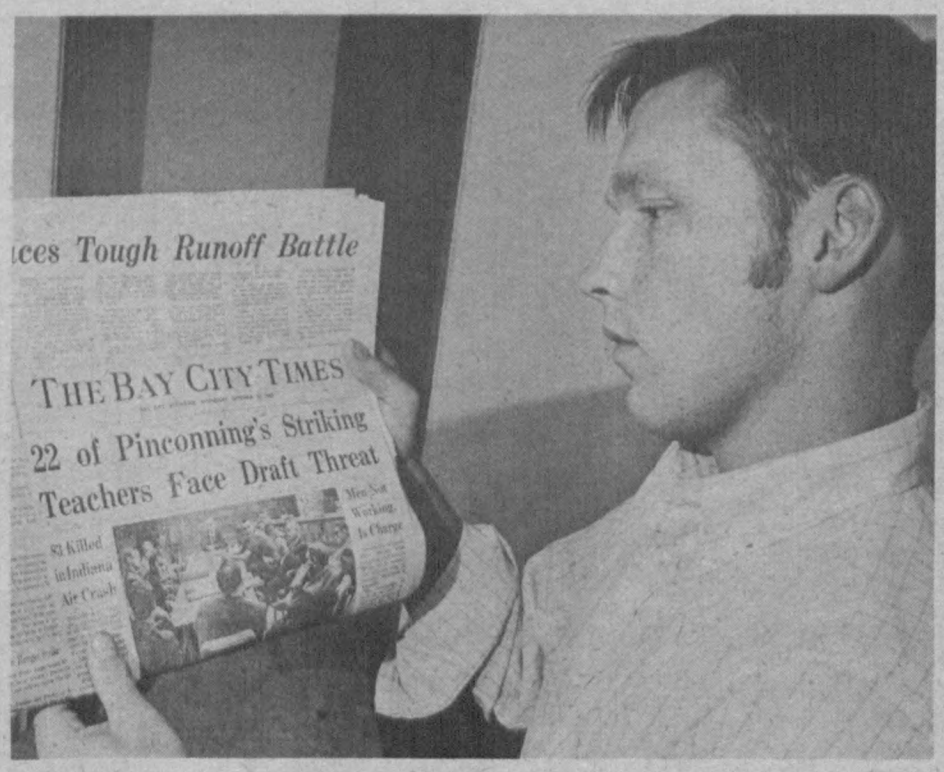
The United Teachers of Flint, Inc., became a reality when the memberships of the Flint Education Association, an NEA affiliate, and the Flint Federation of Teachers, a local of the American Federation of Teachers, AFL-CIO, separately approved a merger on October 11. Following the vote, the two groups met together.

NEA President George D. Fischer, commenting on the merger, said that "teachers in other communities will be taking similar action, and within 10 years we will have one unified voice for all teachers. I look forward to the day when all teachers are united in one comprehensive organization.

"The common concerns which bring us together," he added, "are far more important than the organizational differences which keep us apart."

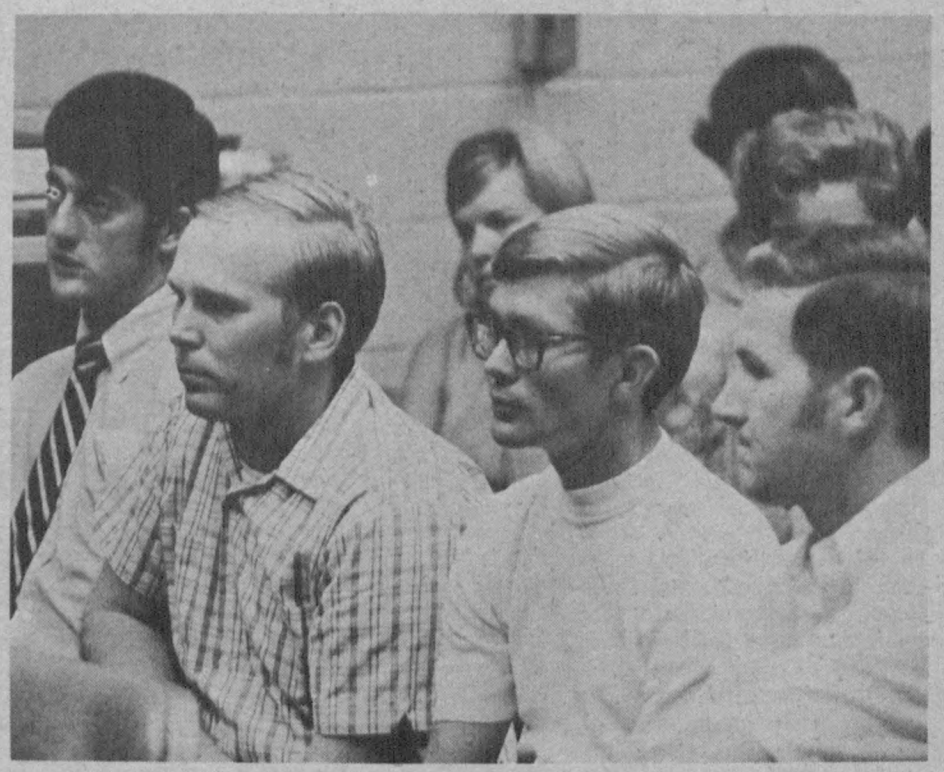
Mr. Fischer expressed his pleasure that the merger resulted from the action of local units and was "not the by-product of negotiation of the two national organizations in Washington, D.C." He said that such action by members on the local and state levels is the most effective way to teacher unity.

# Teachers throughout Michigan win negotiation struggles




## School board uses draft threat against teachers

The school board in Pinconning, Michigan, tried to use the draft as a weapon in an attempt to avoid negotiating with teachers. The board notified the local selective service board that 22 of the striking teachers were not employed and therefore should lose their draft deferments. Michigan Education Association attorneys demanded that the board retract its notices to the draft board. When the local newspaper publicized the school board's tactic, public opinion swung to the teachers' side. Settlement soon followed, and the school board telegraphed the selective service board to correct its error.



## Dexter, Michigan, teachers unite and win settlement

Dexter, Michigan, teachers, including these above, held a mass meeting on Labor Day when they discovered they did not have a contract. Their concern changed to smiles, however, when an 11th-hour settlement on a master contract was worked out. The unified position of the teachers was a key to the agreement, according to Rose Marie Barhydt, president of the Dexter Education Association. Michigan Education Association officials, including MEA Executive Secretary Terry Herndon, were on hand to help resolve the impasse.

MEA Voice photo

## Dramatic public relations effort brings teacher success in Michigan

Teachers in Essexville-Hampton, Michigan, went on strike when school began this fall. But by remaining calm and working to get the citizens on their side, the teachers soon brought the school board back to the negotiating table and reached agreement. Today the schools are open and the citizens of the two towns have a better idea of the issues that take teachers out of the classroom. Above right is one of the storefront information centers operated by the Essexville-Hampton Education Association. At left, one of the teachers mans the telephone information center, designed to give citizens answers to their questions about the unopened schools. The Michigan Education Association said that the effort in Essexville-Hampton was an outstanding example of public relations that helped make the school board's refusal to negotiate an impossible position in that community.

William Owen photo (MEA)

## *Unsatisfactory conditions reported*

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

| Association | District or System |
|---|---|
| • California Teachers Association | Lawndale Elementary |
| • California Teachers Association | Richmond Unified |
| • California Teachers Association | Ukiah Unified |
| • Colorado Education Association | Colorado Public Schools |
| • Georgia Teachers and Education Assn. | Pike County Schools |
| • Illinois Education Association | Decatur Dist. No. 61 Schools |
| • Indiana State Teachers Assn. | Metropolitan School Dist. of Southwest Parke (County) |
| • National Education Association | Richmond (Calif.) Unified |
| • Oklahoma Education Association | Oklahoma Public Schools |
| • Pennsylvania State Education Assn. | Erie Public Schools |

# Michigan professors organize

Central Michigan University faculty last month became the first four-year university in Michigan to organize a collective bargaining unit.

The precedent-breaking vote was taken at a September 24 election in which the faculty voted to recognize the CMU district of the Michigan Association of Higher Education, a local MEA affiliate, as its bargaining agent.

Slightly more than 85 percent of the 547 eligible voters among the CMU faculty turned out to cast their ballots. The final count was 239-221 in favor of the CMU District MAHE.

The CMU professor's action, heralded by the MEA as a significant breakthrough, places them among a select few in the nation who have chosen to have the right of an equal partnership with administrators in determining educational policy on this campus.

Prof. Gordon Gilchrist, president of the CMU District MAHE, said the MEA-MAHE unit will "establish channels of communication with all schools and departments to insure that our role in negotiations will reflect the concerns of the entire faculty.

"Ultimately, this process will insure that the quality of education as well as the procedure for making decisions will improve," Professor Gilchrist said. "Professional negotiation is a step toward a more enlightened and more democratic process at the university."

The CMU election victory culminated an intensive campaign by faculty members, with assistance from the MEA and NEA, to acquaint Central Michigan University professors with the advantages of collective bargaining.

MEA and NEA experts in negotiations and higher education were available in the weeks preceding the election to answer questions posed by faculty members.

# Conferees probe future of American Indian education

## Nearly 100 gather and plan for possible national meeting

Nearly 100 Indian and non-Indian participants from 20 states, the District of Columbia, and Canada, spent three days on the Warm Springs, Oregon, Indian Reservation last month discussing the past, present, and future of Indian education and the possibility of a national conference next spring.

The exploratory conference, held September 27-29 at the Kah-Nee-Ta Indian resort, was sponsored by the NEA's Center for Human Relations, under the coordination of Sparlin Norwood, Indian consultant. "The conference was successful in that doors were opened and Indians and non-Indians came face to face with not only diversity but also unanimity," said Samuel B. Ethridge, NEA assistant executive secretary for teacher rights. "The participants gave me the feeling that there is a good possibility of developing a cooperative national launching platform for Indian education in the very near future," he continued.

Indian education is, in many ways, in worse condition than the urban slum system, conferees learned. There is a 60 percent dropout before high school among reservation children, and the unemployment rate is nearly 50 percent. There are nearly 600,000 Indians in this country, and 400,000 live on or near reservations which are under the trusteeship of the Secretary of the Interior. Although 150,000 Indian children attend public or Bureau of Indian Affairs schools, 16,000 Indian children between the ages of eight and 16 are not in school.

The conferees strongly urged NEA to step up its lobbying activities in support of state and federal funds for Indian education. They suggested that NEA commit itself to short- and long-range programs to encourage Indians to join the teaching profession, to improve textbooks and curriculum, and to move toward employing a full-time Indian consultant.

*Indians and non-Indians shared ideas at the Oregon conference.*

One of the major points brought out by 13 tribal council members was that white America must change its myth-ridden image of Indians. There are as many kinds of Indians as there are Europeans, with just as divergent customs, beliefs, talents, and potentials.

"I think one of the most important results of this meeting was discovering these differences," Mr. Ethridge noted. "We learned a great deal about Indian planning techniques and decision-making processes, and I feel they learned a great deal about us."

The Indian participants expressed appreciation for the concern shown by NEA by its passage of resolution 69-15, "American Indian Education," during the Philadelphia Convention. Although strong sentiment was registered in favor of the concept of the resolution, it was pointed out that the Indians as a whole were not consulted in its development. A vote of the Indian participants of the conference, supported by the non-Indian participants, asks that the resolution be held in abeyance until such time as representative Indian groups can be included in the decision-making process.

## Status of major education bills as of October 15, 1969

### NINETY-FIRST CONGRESS—FIRST SESSION

| Bill | House | Senate | Provisions |
|---|---|---|---|
| General Education Assistance Act of 1969<br>HR 10833 | Hearing in progress | In committee | NEA bill to authorize payments of $100 per school age child to the states for increasing teachers' salaries and meeting other urgent needs. Bill provides additional $2.5 billion for poorer states. |
| Professional Negotiations Act for Public Education, 1969<br>S 1951<br>HR 12484 | In committee | In committee | Establishes a Professional Education Employees Relations Commission in HEW to mediate disputes between school boards and teacher organizations. Authored by NEA, bill provides recourse to Commission should either side refuse to negotiate. |
| Elementary and Secondary Amendments of 1969<br>HR 514<br>S 2218 | Passed April 23 | Markup scheduled for late October | HR 514 extends ESEA through fiscal 1972. Consolidates ESEA Titles II and III and NDEA Titles III and V-A under $1 billion authorization. Amends PL 874 to add new "C" category, children who live in public housing. |
| School Lunch Amendments<br>HR 515 | Passed March 20 | In committee | Amends National School Lunch Act of 1946 and Child Nutrition Act of 1966, establishing uniform criteria for eligibility; requires states to provide at least 4% of the state matching requirements (3-1) from state tax revenues for FY 1971 & 1972, adding 2% each year until such revenues make up 10% of matching requirement. |
| School Lunch Reform Act<br>S 2548 | | Hearings concluded | Similar to HR 515 but increases food authorizations to $300 million by 1972. |
| Special Milk Program for Children<br>HR 5554 | Passed May 6 | In committee | Makes special milk program permanent, with authorization of $125 million annually. |
| Economic Opportunity Amendments of 1969<br>HR 513<br>S 3016 | Stalled in committee | Passed October 15 | Senate bill extends the Economic Opportunity Act through fiscal 1972, gives governors veto power over legal services for the poor. |
| Labor-HEW Appropriation FY 1970<br>HR 13111 | Passed July 31 | Hearings in progress | Provides operating funds for U.S. Office of Education and antipoverty programs. The House bill added $1 billion to the Administration request. |
| Manpower Development Bills<br>HR 10908<br>HR 11620<br>HR 13473—S 2838 | In committee | In committee | Establishes new manpower policies with more authority to the Department of Labor. |
| Grant Consolidation Act<br>HR 10954<br>S 2035 | Hearings in progress | Hearings in progress | Gives the President power to consolidate federal assistance programs; becomes law within 60 days if Congress does not register objection. |
| Guaranteed Student Loan Bill<br>HR 13194 | Conferees agreed October 8 | | Raises government guaranteed interest on student loans from 7% to 10%. |
| Vocational Education Extension Act<br>HR 13630 | Subcommittee hearings concluded | | Extends to 1972 the vocational programs established by the Vocational Education Amendments of 1968. |
| Mobile Teachers Retirement Act<br>HR 13916 | In committee | | Designed to improve education by increasing the freedom of teachers to cross state lines without losing all retirement benefits. |
| Medicare for Teachers<br>HR 12473<br>S 2969 | In committee | In committee | Extends Medicare coverage to teachers not presently covered, through agreements between HEW and state governments. |

## *NEA presses for Indian school funds*

NEA is vigorously supporting appropriations for Bureau of Indian Affairs education programs. A Senate bill grants funds to BIA in the amount requested by the Administration, a total of $112.9 million.

The House reduced the budget request by $3.8 million. These funds would be used to continue and expand the operation of kindergartens for Indian children on reservations and for other educational purposes.

In a statement to Senate-House conferees, NEA declared that problems of Indian citizens did not develop overnight. "They are in part the result of decades of inattention and inadequate funds for the BIA," says John M. Lumley, NEA's assistant executive secretary for legislation and federal relations.

Dr. Lumley said it is time for the nation to honor its responsibility to Indians and to help them improve their lives, largely by means of providing a high quality of realistic education program.

"Denying Indian children the opportunity to attend kindergarten is hardly a recognition of these responsibilities," he said.

# current Nixon proclaims American Education Week

**What's going on in TV, radio, press, and national magazines**

### Television

*(All times are Eastern)*

**Discovery—Sunday, October 26, ABC-TV, 11:30 a.m.** "Louisiana Purchase." *November 2:* "Lights, Cameras, Sharks." *November 9:* "Taming the Killer Whale." *November 16:* "Jungle Adventure." *November 23:* "The Great River-Jungle Adventure II."

**Dedication-Concert at Juilliard School—Sunday, October 26, CBS-TV, 5:30 p.m.**

**The Desert Whales—Tuesday, October 28, ABC-TV, 7:30 p.m.** Jacques-Yves Cousteau's crew traces the migration of the gray whale.

**NET Playhouse, "Glory! Hallelujah!" Thursday, October 30, NET, 8:30 p.m.** The American Conservatory Theatre production of a new Civil War drama contrasting the grim realities of the battlefield with the romantic view of the war held by those back home.

**CBS News Special—"An Interview with Dean Acheson, Part II"—Tuesday, November 4, CBS-TV, 10 p.m.**

**The Heart Makers—Tuesday, November 4, NET, 9 p.m.** A documentary dealing with the use of the plastic heart.

**Who Speaks for Man?—Monday, November 10, NET, 9 p.m.** A critical appraisal of the United Nations as it approaches its 25th anniversary.

**The Wolf Men— Tuesday, November 18, NBC-TV, 7:30 p.m.** A study of the wolf and the attempts that are being made to save it from extinction.

**Who, What, When, Where, Why—"Can South Vietnam Go It Alone?—Tuesday, November 18, CBS-TV, 10 p.m.**

**Hallmark Hall of Fame, "The File on Devlin"—Friday, November 21, NBC-TV, 8:30 p.m.** This contemporary suspense drama centers on the intrigue which surrounds the disappearance of Lawrence Devlin, an internationally known journalist.

**Prudential's On Stage, "Mirror, Mirror, Off the Wall"—Friday, November 21, NBC-TV, 10 p.m.** An original comedy by David Shaw.

### Magazines

**Foreign Affairs**—*(October issue)* "Communications by Satellite" by Sig Mickelson.

*(November issues)*

**Ebony**—"The Birth of Black America, Part II," "White Servitude in America" by Lerone Bennett, Jr. "Pentagon Lady Colonel Sets Up Special Literacy Programs for Servicemen."

**Good Housekeeping**—"How To Select Magazines and Books for Children."

**Harper's Magazine** — "My Summer Vacation in Biafra" by Herbert Gold. "In the Country of the Young, Part II" by John W. Aldridge. "The Undeclared Witch-Hunt" by Tom Wicker. "Igor Stravinsky: On Illness and Death" by Robert Craft.

**McCall's Magazine**—"Does Driver Education Save Lives?" by Alice Lake.

**Parents' Magazine**—"Toward a New Understanding of Youngsters with Reading Problems" by Paula D. Roam. "Some Reservations About Sex Education" by Mortimer Smith.

**Psychology Today**—"This Is the Way Crete Went—Not With a Bang But a Simper" by Evan Davis. "High Education" by Donald Overton. Deals with the effects of drugs on learning and memory.

American Legion underscores its support of Education Week

During the American Legion's national convention in Atlanta this summer, Legion officials met with NEA officials to underscore support of American Education Week, which will be observed November 9-15 this year. Reviewing two of the 1969 AEW posters, above, are Jennings H. Flathers (left), assistant director of NEA's Organization Relations Division, and Jack W. Mears, co-chairman of the Legion's special liasion committee with NEA. More than 30 million citizens may visit their schools during the week.

Ethiopian emperor greets NEA overseas volunteers

His Imperial Majesty Haile Selassie I of Ethiopia greets two American educators who were among 25 volunteers with the 1969 Ethiopia NEA Overseas Teach Corps operated by NEA Committee on International Relations. Carl Pherson, of St. Paul, Minnesota, and VeNona Johnson, of Chicago, helped conduct workshops this summer for Ethiopian teachers and administrators from elementary and secondary schools. The NEA Overseas Teach Corps is now seeking applications from teachers of industrial arts, home economics, business, and agriculture for possible programs in Africa and Asia next summer. Information is available from CIR at NEA Center.

On September 24, President Nixon officially proclaimed American Education Week, 1969, urging all Americans to join in "a thoughtful examination of our education system and in formulating ways in which education in America can be improved where needed."

The theme for the week, November 9-15, "Better Education—Your Job," provides an opportunity throughout the nation for community involvement in the real issues and problems as well as achievements of education today.

United support for education has always been the goal of the cosponsoring groups—the American Legion, U.S. Office of Education, the National Congress of PTA's, and the National Education Association—but this year that goal will be achieved as never before. The U.S. Catholic Conference with its some 14,000 schools has discontinued Catholic Education Week in favor of American Education Week.

The AEW cosponsors have commended the U.S. Catholic Conference for their move to "unite support for education and for lending their name and support in the promotion of the special event." At the same time, they called upon local education association presidents and other community leaders to cooperate in observing AEW with the Catholic schools and other supporting groups.

## NEA serves as consultant on TV series

The National Education Association, in cooperation with the MGM documentary department and NBC, is serving as educational consultant for three of the four programs scheduled over NBC as part of the "G.E. Monogram Series" during the 1969-70 television season.

The three programs are: "The Wolf Men," scheduled for broadcast Tuesday, November 18, 7:30-8:30 p.m. EST; "The Man Hunters," for Tuesday, February 10, 7:30-8:30 p.m.; and "Once Before I Die," for sometime early next spring.

"The Wolf Men" are a group of individuals who are studying wolf behavior and trying to save the species from extinction. They expose many of the myths concerning the wolf as being untrue. "The Man Hunters" is a study of prehistoric man and was filmed in Ethiopia, and other locales. "Once Before I Die" is a film record of six amateur mountaineers who decide to climb one of the world's tallest mountains at least once before they die.

Work with MGM and NBC is in accordance with NEA resolutions which recognize the educational effect of the communication media and encourage educators to collaborate with research specialists to promote technology's potential contribution to education.

**Renew your NEA membership now**

34 schools involved

## 'School of the future' program expands

Thirty-four secondary schools in 20 states, the District of Columbia, Canada, and Germany have been selected to participate in a five-year project which may help provide the pattern for 21st century education.

Although approaches will vary from school to school, the central idea of the project is to gather—for the first time—all of the major practical new ideas in secondary school education under a single roof—or 34 roofs, in this case. The goal is comprehensive change.

The project with its innovative "school of the future" approach has aroused enthusiasm among junior and senior high school principals, teachers, and other staff members since it was announced last year, Owen B. Kiernan, executive secretary of the National Association of Secondary School Principals, said. NASSP is an associated organization of NEA.

Because of the great interest, the project was expanded to include 34 schools instead of only seven as originally planned. The project staff will work most closely with a group of seven of the schools, however, and decreasingly less closely with schools in two other categories.

One objective of the project is to explore the effectiveness of different degrees of relationship between the project staff and the participating units, according to project director J. Lloyd Trump. For example, he and his project assistant, William Georgiades of the University of Southern California, Los Angeles, will spend most of their time with the seven schools in the first group, whereas they likely will not even visit the schools in the third category. Dr. Trump emphasized, though, that all 34 schools have made the same commitment and will seek a similar high level of results from their innovations.

The project is supported by a grant exceeding a million dollars from the Danforth Foundation.

Administrators excluded

# Associations assail recent Florida law

The constitutionality of a Florida law excluding school administrators from teacher organizations is being challenged in a suit filed last month by NEA and two of its affiliates, the Florida Education Association and the Palm Beach County Classroom Teachers Association. The suit was filed in Federal District Court in Miami.

The law, passed during the last session of the Florida State Legislature, is applicable only to Palm Beach County. It prohibits Palm Beach school system supervisory and administrative personnel, such as principals, assistant principals, deans, and guidance counselors, from membership or participation in organizations whose activities "include the collective representation of members of the teaching profession with regards to terms, tenure or conditions or employment."

The statute, therefore, affects the freedom of administrators or supervisors to join or continue their membership in NEA, FEA, and Palm Beach County CTA. Of the approximately 2,900 educators in the Palm Beach County school system, about 10 percent could fall into the administrative or supervisory category, including the president of the Palm Beach County CTA, who is a dean of boys.

Teachers-in-Politics specialists warm up at NEA Center

The NEA Citizenship Committee added 23 more Teachers-in-Politics specialists to its roster this fall to keep up with a record number of requests for consultant services. The specialists are volunteers knowledgeable in politics and education. Their services are available to NEA affiliates at little cost. The new TIP specialists were brought to Washington, D.C., for briefing sessions last month. Chatting during a break in the sessions (above, left to right) are Abe Deutschendorf of Oklahoma and Robert Clark of Mississippi.

# November deadline set for audiovisual training awards

November 15 is the deadline for applications for the first in-service teacher training awards to be offered annually to encourage teachers to use audiovisual materials effectively. The program is administered by the Department of Audiovisual Instruction, an affiliate of the NEA, through a grant given to DAVI by the Encyclopaedia Britannica Educational Corporation. Winners for the school year 1969-70 will be announced at the 1970 DAVI convention.

Working within the framework of the 10 DAVI regions in the 50 states and Puerto Rico, the awards, totaling $6,000, will be given to school systems or groups of school systems, or their staffs, for outstanding in-service teacher training programs in the use of instructional technology.

In January 1970 applicants will be requested to report on their program. These reports will be due February 1, 1970.

Application forms may be obtained from DAVI at NEA Center or from the audiovisual department of each school district.

# 'One World' competition offers awards

NEA's Committee on International Relations and the World Confederation of Organizations of the Teaching Profession are supporting an international competition titled "One World—World Community Heroes."

Teachers, teacher educators, and student teachers may enter the competition by selecting 25 persons, alive or dead, the knowledge of whom would be likely to encourage world understanding. First prize is a trip around the world, and there are additional travel awards for runners-up in the competition.

Closing date for the competition is December 31, 1969. Details are available from Braulio Alonso, director, NEA Committee on International Relations at NEA Center in Washington, D.C. Mr. Alonso is coordinating U.S. entries in the competition.

# *Interaction analysis sessions now open for applications*

Applications are now being accepted from educators and researchers who would like to attend the Interaction Analysis—Guided Self Analysis Research Training Programs to be held March 11-13, in San Francisco, and March 18-20, in Kiamesha Lake, New York. Applications are closed for similar programs to be held in Michigan and Texas in November.

Theodore Parsons, University of California at Berkeley, is director of the programs. Cosponsors are the U.S. Office of Education, National Council for the Social Studies, Association for Supervision and Curriculum Development, and the American Anthropological Association Project on Anthropology and Education.

Participants will learn techniques involved in interaction analysis, Parson's Guided Self-Analysis procedures, identifying and coding teacher and student classroom behaviors, and use of portable videotape equipment in research.

Materials and training sessions will be provided at no cost to the participant. Applications from teams, representing a school district, university, or other educational organization, will be given priority, but individuals may also apply. Information is available from Robert D. Barr, Room 429, NCSS at NEA Center.

Paul Kinsel recognized for long service

On September 27, Paul H. Kinsel was honored at a dinner for his 40 years of service to education and his 24th year as director of NEA's Division of Educational Travel. Mr. Kinsel (listening at right above), who is retiring, came to the NEA staff in 1945 with a dream of organizing a program of educational travel for teachers. The present NEA travel program, largely due to his efforts, offers members opportunities for educational visits throughout the world. Keynote speaker at the recognition dinner was John H. Furbay (speaking above), who is cultural affairs consultant for Trans-World Airways. NEA Executive Secretary Sam M. Lambert also spoke at the dinner.

# School nurses start projects on credentials and evaluation

Plans to initiate projects dealing with school nurse credentialling and school nurse evaluation were discussed during a three-day meeting of the NEA Department of School Nurses last month at NEA Center.

An immediate program is under way to cooperate closely with state associations to help effect the inclusion of school nurses as professional members of the education team in local and state education associations, according to Kathryn Jane Ripley, administrative director of the department.

In a recent national survey, DSN determined three major priorities set by school nurses. These are credentialling standards for all states, appropriate job descriptions, and development of procedures to assure continued professional growth.

The NEA department now has headquarters at NEA Center.

## Holiday gift ideas

# Discount books offered to all NEA members

The NEA Special Services Division is again offering members a special discount book offer. The offer is being made now to give members an opportunity to order books as gifts in time for holiday giving.

The selection of nearly 100 books was based on a study of membership reading interests as reflected in previous book programs, according to Arnold W. Wolpert, director of the Special Services Division. "In addition," he said, "carefully chosen new releases and continuing interest volumes were included. Further, all members whose orders total $12 or more will receive, free, *Floating Island* by Emily Kimbrough. This book, retailing at $5.95, is a delightful story of adventures on a barge trip through the canals of France."

The order form at the top of the next page is designed for speedy handling of book orders. To use it, circle the number of each book you want and send your order to NEA Book Purchase, 1156 Fifteenth St., N.W., Washington, D.C. 20005. Checks should be made payable to "NEA Book Purchase." The large discount makes it necessary to require a minimum order of $5 and to charge a 35¢ handling and postage fee.

Orders placed now will be received in ample time for Christmas wrapping. Delivery of books in time for the holidays cannot be guaranteed on orders received after December 5.

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by Peter M. Bergman
THE NEW GUIDE TO STUDY ABROAD

*Some of the popular books available to members at discount prices.*

### General Interest

**41. THE 900 DAYS, THE SIEGE OF LENINGRAD** by Harrison E. Salisbury. The first treatment of the role of Stalin's political police throughout the war and the endless blunders of the Soviet military. The epic of the 900 days is known only in part, inside Russia, and scarcely at all in the outside world. Salisbury has now told it for all time.
**Reg. $10** **Your price $7.50**

**43. THE SENSE OF WONDER** by Rachel Carson, with photographs by Charles Pratt and others. "An eloquent plea for parents to rekindle their own feeling for nature and help children use all their senses as avenues of delight and discovery," says the *New York Times.*
**Reg. $2.50** **Your price $1.85**

**72. THEFT OF THE NATION** by Donald R. Cressey. A timely report on the structure and operations of organized crime in America.
**Reg. $6.95** **Your price $5.20**

**80. ONLY ONE YEAR** by Svetlana Alliliyeva. Stalin's daughter describes what the free world feels like after the communist world; daily life in the USSR; Stalin, himself; some of the men now in power; and the honest and difficult life of the Moscow intellectuals.
**Reg. $7.95** **Your price $5.95**

**155. THE OPPENHEIMER CASE: SECURITY ON TRIAL** by Philip M. Stern. The first fullscale account of this historic case. Three years of research went into this work.
**Reg. $10 Your price $7.50**

**81. THE CULTURALLY DEPRIVED CHILD** by Frank Riessman. Analyzes the unhappy situation of the education of the economically and intellectually poor. It challenges the schools, attuned to conventional middle class programs, to adapt its programs to meet the needs of these children.
**Reg. $5.95** **Your price $4.45**

**148. THE LADY AND THE SHARKS** by Dr. Eugenie Clark. Shares the excitement of scuba diving in Florida's Gulf Coast and two inland springs; the thrill of scientific discovery above and below the sea.
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**116. ONCE IN GOLCONDA.** A true drama of Wall Street, 1920-1938, by John Brooks. Captures all the drama, ruthlessness and fantasy of two wild decades when rugged individualism ran the show on Wall Street.
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**163. THE TENACITY OF PREJUDICE** (Anti-Semitism in Contemporary America) by Gertrude J. Selznick and Stephen Steinberg. The first intensive analysis of prejudice that is national in scope; its implications go beyond anti-semitism to shed light on prejudice of all kinds.
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**164. THE EMERGENCE OF MAN** by John E. Pfeiffer. Explores the dead and living evidence for human evolution from the first digging to the latest computer research and electrode implantation in animals; from geological remains to the study of living chimpanzees; the human infant and modern urban society. Includes 60 photographs, drawings, maps and charts.
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**165. DARWIN AND THE BEAGLE** by Alan Moorehead. Retraces the historic voyage made by Charles Darwin in 1831 on H.M.S. Beagle, a ten-gun brig. Moorehead describes the countries and islands the Beagle visited and the animals, plants and minerals the young naturalist studied. A superb group of prints and drawings show the countries, inhabitants and wildlife.
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**167. HOUSE MADE OF DAWN** by N. Scott Momaday. This novel, a 1969 Pulitzer Prize winner, is a brilliant exposition of the mind and soul of the American Indian.
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**105. COLLECTED POEMS BY EDNA ST. VINCENT MILLAY.** The collected works, except plays.
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**177. THE PRINCE OF PLEASURE** by J. B. Priestley. Prince Regent (George IV), is brought to life as a complex, spoiled child, but a notable patron of the arts and more entertaining than any English monarch between Charles II and Edward VII.
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**176. HAM MARTIN, CLASS OF '17** by Edward Streeter. A new novel by the author of "Chairman of the Bored" and "Father of the Bride." Traces the life of H. Allen Martin after the 50th reunion with the Harvard Class of '17.
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### Special Interest

**42. LOST TOWNS AND ROADS OF AMERICA** (rev. ed.) by J. R. Humphries. The superhighway has cut off many towns and backroads from the mainstream. This vivid and magnificently illustrated book is an invitation to explore an America scarcely altered by the modern world.
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**7. GROWTH OPPORTUNITIES IN COMMON STOCKS** by Winthrop Knowlton. Succinct, level-headed guidance veering to the conservative edge of long-term aggressive planning and strategy for the relatively inexperienced common stock investor.
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**8. COMMON STOCKS AND UNCOMMON PROFITS** by Philip A. Fisher, foreword by Jeremy C. Jenks. The author compares his results on eighteen stocks with the Dow-Jones industrial average. Gives "the fifteen points to look for in a common stock."
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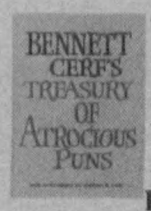


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**157. REALITY THERAPY**—A new approach to psychiatry by William Glasser, M.D. Offers challenging ideas to psychiatrists, teachers, social workers, ministers and anyone who is interested in people and the ways their minds work.
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**71. SCHOOLS WITHOUT FAILURE** by William Glasser, M.D. Applies theories of Reality Therapy to contemporary education. Based on the author's extensive work in public schools and colleges.
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**68. THE PARABLES OF PEANUTS** by Robert L. Short. This book "argues not only amusingly but also convincingly that Peanuts indeed has intentional theological significance" (*Time* magazine). (Paperbound)
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**134. PREDICTING READING FAILURE** by K. De Hirsch, J. Jansky, W. Langford. The result of 20 years of clinical research. Discusses learning problems which have increasingly troubled educators and offers a specific diagnostic instrument for identifying at preschool age those intelligent children who may run into academic difficulties later on.
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**137. BEHAVIOR CONTROL** by Perry London, Professor of Psychology and Psychiatry, University of Southern California. Hypnotism, mood-bending drugs, brain implants, computer psychotherapy . . . . the author explores their danger and their promise in the first overall treatment of the new arsenal of mind control.
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(Continued from preceding page)

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# nea reporter

Published by the National Education Association

Vol. 8, No. 8 | November 21, 1969 | 7 | Washington, D.C.


### Association had filed brief

## NEA acclaims desegregation decision

NEA President George D. Fischer has acclaimed the October 29 decision of the U.S. Supreme Court which ruled out any further delay in school desegregation.

NEA was a "friend of the court" in the case, which was carried to the Court by the NAACP Legal Defense and Educational Fund.

"Thousands of children who were still not getting a fair deal in education stand to profit by this significant decision," said President Fischer. "It is a giant step—a stride—toward equal educational opportunities for our nation."

He added, however, that this decision, "the most significant development in school desegregation since the historical Supreme Court decision of 1954," cannot make up for lost time in what has been a "long and painful" desegregation process.

"The hour is late," Mr. Fischer declared, adding that the Nixon Administration's recent desire to "mark time" rather than "keep marching forward" in school desegregation had presented a serious threat to the implementation of the Supreme Court's decision of 15 years ago.

Mr. Fischer pledged the backing of NEA, including its 8,851 state and local affiliates, in the continued desegregation of the nation's schools.

NEA filed an amicus curiae brief in the present Supreme Court case on October 17, asserting that reasons advanced by the Administration to justify a delay in desegregation of Mississippi school districts were "without merit." The NEA action was financed by the DuShane Emergency Fund.

The NEA brief said:

"A year's delay means that tens of thousands of black school children will endure another important segment of their education in racial isolation; many of these children will complete their education during that period. It is time that the question of delay be put in these human terms."

The brief pointed to evidence that segregation bears adversely upon the black students.

The suggestion that the community, the teachers, or the students need more time to become acclimated to desegregation is simply impermissible 15 years after the 1954 Supreme Court decison, the brief stated. That landmark decision, which struck down the "separate but equal"' theory of public schooling, called for desegregation to proceed with "all deliberate speed."

### NEA president testifies

## Fischer urges fast action on federal aid

NEA President George D. Fischer has called on Congress for speedy enactment of general federal aid to education. Testifying November 12 before Rep. Roman Pucinski's General Subcommittee on Education, Mr. Fischer outlined the rationale and provisions of HR 10833, the NEA general aid bill introduced by Rep. Carl Perkins, chairman of the Education and Labor Committee, and Rep. Edith Green, ranking Democrat on the committee.

The bill would provide $7.8 billion to the states, to be used for increasing teachers' salaries and meeting such urgent needs as preschool and summer programs.

President Fischer reviewed the "promises" of recent federal programs, such as ESEA and other specific-purpose legislation, and said that some good things have trickled into local schools, but "in amounts so small that they are scarcely noticeable."

"The federal government has funded the creation of good design and rising expectations—and then backed off," Mr. Fischer declared. "The turbulence in many schools is the result not only of pressure for better salaries for teachers, but of pressures for better materials, lower class sizes, early childhood education, meaningful curriculum in vocational as well as academic studies," the NEA president said.

"We are dealing with a new kind of parent—one who will put the heat on the schools. . . . We are dealing with a new kind of pupil, one who is exposed nightly to TV programs with million dollar budgets. Small wonder he is turned off by obsolete curriculums; he has learned what participation means and he is frustrated by large classes and overworked teachers."

President Fischer was joined in the NEA presentation by Josephine Sawaia, chairman of the NEA Legislative Commission; by Betty I. Buford, president of the Association of Classroom Teachers; and by Robert McKay, assistant executive secretary of the California Teachers Association.

The group told the committee that the NEA bill would mean substantial increases in teacher salaries, and provide as much as $230 per pupil for operating expenses, based on state needs, over and above existing federal aids.

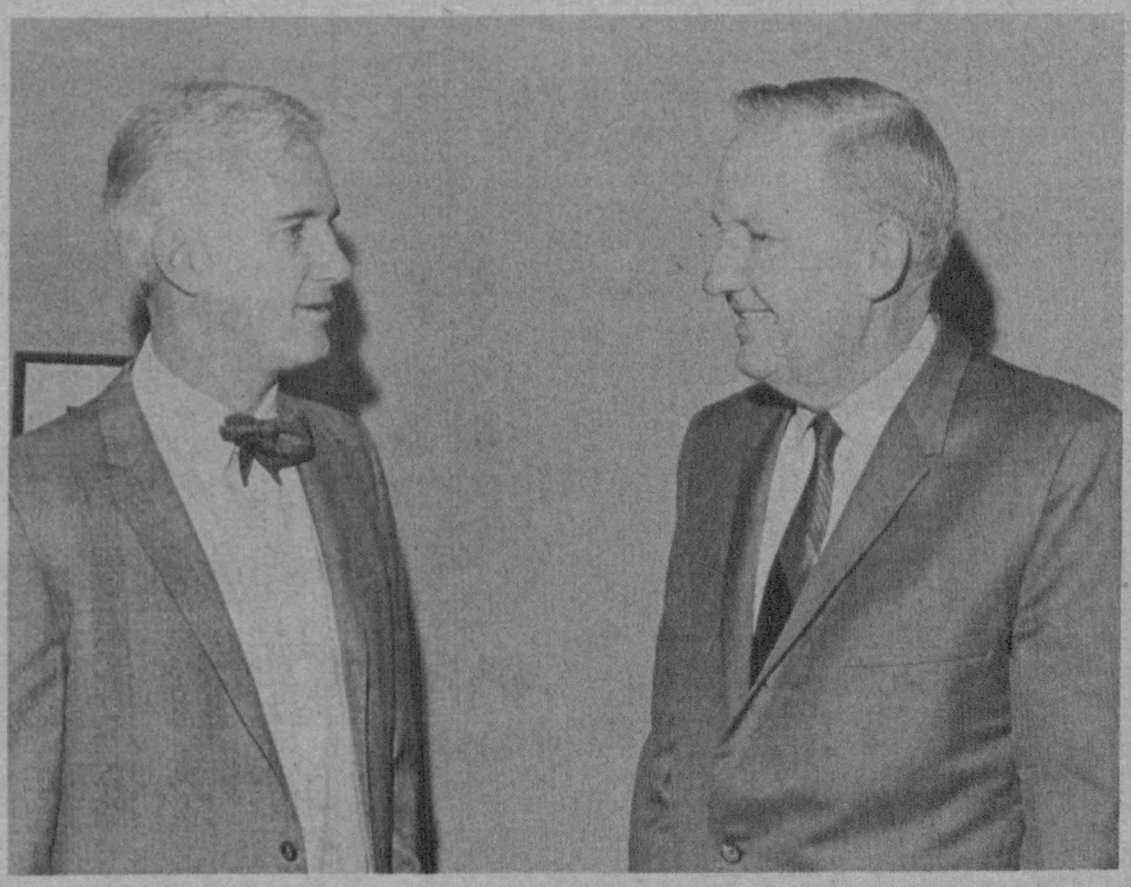
## *73 percent at Philadelphia were teachers*

A study of delegates to the 1969 NEA Representative Assembly in Philadelphia shows an increase in the number of classroom teachers over the number present at the preceding Representative Assembly in Dallas. According to the NEA Records Division, 5,046 of the 6,912 delegates attending the Philadelphia convention were teachers, or 73 percent of the total registration. At the 1968 convention in Dallas, this figure was 69.6 percent.

Superintendents, principals, and other supervisors accounted for 17.9 percent of the 1969 registration with an attendance of 1,239. This group represented 20.9 percent last year.

Twenty-five retired teachers constituted 0.4 percent of the total this year, as compared to 0.3 percent in 1968.

There were 281 staff members of state education associations attending, or 4.1 percent of the 1969 delegation. This figure in 1968 was 3.6 percent. Other delegates numbered 321, representing 4.6 percent of the 1969 registration, as compared to 5.6 percent in 1968.



Fischer and Perkins confer on mobile teacher bill

NEA President George D. Fischer (left) confers with Rep. Carl Perkins (D-Kent.), chairman of the House Education and Labor Committee, in the Congressman's office shortly after he introduced the Mobile Teachers Retirement Act of 1969. The bill is designed to improve education by increasing the freedom of teachers to cross state lines without losing all retirement benefits. Chairman Perkins, upon introducing the bill, said by encouraging teacher mobility to meet critical manpower needs in the schools, we can help to solve pressing educational problems, especially in urban and rural deprived areas.

## Three more states unify

Three state education associations adopted unified membership last month.

On October 9, members of the New Hampshire Education Association, voting during their annual convention, adopted unified professional membership, effective September 1970.

On October 10, members of the Utah Education Association ratified a constitutional change recommended by the association's House of Delegates to make unification effective in Utah in September 1970.

Maryland teachers, voting during the Maryland State Teachers Association convention October 17, adopted unification, effective September 1, 1973.

### Sex ed guide

**The NEA Commission on Professional Rights and Responsibilities has prepared a strategy sheet on how to handle unwarranted attacks on sex education programs. The information is available for use by local associations and may be obtained from the PR&R Commission at NEA Center.**

# opinion interpretation

*This page of the REPORTER is devoted to editorial and interpretive material. Readers' letters, preferably brief, will be considered for publication. Opinions expressed in the REPORTER are not necessarily NEA policy, which is set only by Association resolution.*

## NEA opposed the Haynsworth nomination

The decisions of the U.S. Supreme Court since 1954 have affected the children of this country more than any other single group. That's why the composition of this court is of constant concern to America's teachers and the appointments to fill its vacancies are critical to the NEA. The NEA must be a watchdog on the selection of all high-level government appointments, but particularly the U.S. Supreme Court in 1969.

It is tragic that the Nixon Administration has sold out to racism in the nomination of Judge Clement F. Haynsworth to fill the U.S. Supreme Court seat vacated by Justice Abe Fortas last year. The press has made much of the parallels between the Fortas and Haynsworth controversies, but the fundamental issues are quite different. The Fortas case was closed by alleged conflict of personal gain and public interest. Judge Haynsworth has been accused of similar indiscretion, but the issue of greatest concern to NEA is the record of his civil rights decisions.

In its Philadelphia resolution, the NEA Representative Assembly insisted that there be no deviation by the federal government from the established timetable for desegregation set by the Department of Health, Education, and Welfare guidelines. The Assembly directed me at that time to send a telegram to President Nixon informing him of this resolution—a telegram that has produced no adequate reply. In addition, NEA has filed, as a friend of the court, briefs in support of prompt and meaningful school desegregation, such as the brief filed in the Mississippi school desegregation case just decided by the U.S. Supreme Court.

As an analysis of his judicial opinions amply demonstrates, the accession of Judge Haynsworth to the High Court bench would conflict with basic NEA philosophy reflected in the foregoing actions. Judge Haynsworth has consistently taken judicial positions which would have the effect of retarding rather than advancing meaningful school desegregation.

In 1962, he dissented from the majority opinion in the Charlottesville school desegregation case, which outlawed the practice of granting transfers to pupils in the racial minority in a particular school. This dissent subsequently was repudiated unanimously by the Supreme Court.

In 1963, Judge Haynsworth held that the Court of Appeals should stand by idly while Negro children in Prince Edward County continued to go without schooling. This decision was reversed.

Judge Haynsworth has repeatedly upheld freedom of choice plans, which were conceived to retard and did in fact retard the integration of school children. Indeed, four days after the Supreme Court had spoken out against it, Judge Haynsworth in one case went out of his way to reaffirm his belief in freedom of choice.

These actions of Judge Haynsworth had the effect of perpetuating unequal dual school systems in the South and postponing desegregation of teachers as well as students. In light of this record, it is evident that the Haynsworth nomination is inconsistent with the basic goals and principles of the National Education Association, and with the best interests of quality education in the United States.

As professionals devoted to the great potential of the American educational system, we cannot sit idly by and watch what appears to be the payoff of political debts in the form of this nomination to the Supreme Court.

It is perfectly clear to me that this nomination, advertised as objective and above board, is a sham and a fraud. The President of the United States has an enormous responsibility to the young people of this nation, and I must conclude that he has chosen wrongly in the nomination of Judge Haynsworth. Your NEA Executive Committee agrees and has voted unanimously to ask the President of the United States to withdraw this nomination and the Senate to defeat it.

*—George D. Fischer, NEA president.*

*On November 4, telegrams signed by NEA President Fischer were sent to President Nixon, urging him to withdraw the Haynsworth nomination, and to all U.S. Senators, urging them to vote against confirmation of Judge Haynsworth.*

## A single voice for the profession

NEA Resolution 69-1. *Unified Professional Membership:* "The National Education Association urges its affiliates to complete unification by 1970-72, so that each member will be provided coordinated support and services from all levels of the organized profession."

It is not an accident that the first current 1969 resolution deals with unified professional membership. The greatest need of the teaching profession today is a single voice: one voice that can speak convincingly of teachers' aspirations wherever decisions are made which affect schools and teachers. Two million teachers speaking at once produce confusion; two million teachers speaking with a single voice produce results.

Almost nine out of ten teachers of the United States belong to NEA or one of its affiliates. But only five of the nine belong to NEA. All nine benefit from NEA programs. But only five are carrying the load. All nine have similar aspirations. But only five are getting the full message.

Have you ever heard it said that "our local association is so effective that we don't need to join the state association"? No matter how strong a single association, local, state, or national, it cannot provide all of the services teachers want and need. Those who join only one-third of the united professional organization are kidding themselves and letting their colleagues down. It takes the full power of all three to make the profession of teaching fully effective.

Unification was a good move in 1944 when Oregon led the way to become the first unified state. Today a unified profession is not only desirable; *it is a necessity*. Individual teachers today are taking personal risks to improve schools and working conditions. They will continue to take these risks only so long as their professional organizations are able to protect them.

Today, 24 states, the Overseas Education Association, and the District of Columbia Education Association are already unified or have taken official action to unify at a specific time.

Eleven additional states are committed to unification and have set a target date on which official action will be taken.

The remaining 15 states have not yet made a commitment.

The teaching profession is on the move. The motion must be maintained and the pace accelerated to meet the goal of Resolution 69-1.

*—James W. Freeman, chairman, NEA special committee for the implementation of unified membership; former president, Iowa State Education Association.*

## Self-determination—substance and strategy

Words like governance and accountability are getting major play in professional circles. NEA, through its Delegate Assembly in 1968, and by actions of its Board of Directors last month, went on record as wanting a part of the action. The TEPS Commission of NEA is launching a major program to achieve professional self-determination.

The American public is clamoring for the teaching profession to demonstrate more responsibility and accountability for assuring effective educational outcomes. To be held responsible for outcomes without professional control of standards of admission, preparation, conditions of work, and certain policy decisions is neither logical nor tenable. We as a profession have accepted this untenable condition for far too long. It is no longer merely urgent that we act now; it is imperative.

Teachers are rightfully indignant about being assigned to situations where they cannot function effectively and where children suffer. Professional self-determination means, among other things, legal control over certification, admission, and retention of teachers; this relates directly to initial preparation and the condition of practice in the field. At the moment there is no adequate means or mechanism which assures that teachers are active participants in policy making and program design.

Performance criteria expected of professionals must be developed by all interests, but especially by the classroom teacher. Peer judgment of the conditions necessary to assure quality and whether commitments to those assurances are kept is essential in any profession. It is this judgment which must become a big factor in establishing any system of accountability.

To be accountable means not only the protection of professionals but also assumes a responsibility to the public interest. Unethical or incompetent professionals are our responsibility too and should be dealt with fairly, but effectively, and with the guarantees of due process.

A profession is more than an organization; it is an entity. What is being advocated here is not controlling education but rather having the legal right to govern a profession and to assume responsibility for educational outcomes. These are delegated assignments which in most states require new legislation.

Self-determination for the teaching profession has been developing slowly. To be sure, it is an evolutionary process. Previous accomplishments of the NCTEPS, such as establishing certification standards, are benchmarks of professional achievements and must continue to receive the attention of TEPS and other professional groups. But one truth has become self-evident: The very best efforts to prepare competent professionals cannot be totally effective until those same professionals design the plan and control the conditions for producing learning outcomes with children.

In light of the current situation, we must speed up the process. We will be aggressive in our efforts to achieve these goals. Eight regional conferences have been planned during December and January to discuss the substance and strategy of self-determination in the teaching profession.

NCTEPS has committed itself to vigorous action and will be soliciting ideas, assistance, and support for moving *now*.

*—Don Roush, chairman, NCTEPS; academic vice-president, New Mexico State University.*

'Rock and Beethoven can coexist'

# Bring rock music into school, educators say

## Rock music cannot be ignored, music educators say

Maintaining that there is much to be gained from the study of any musical creation, music educators this month called on teachers to be open to new and youthful sounds. Wiley L. Housewright, president of the Music Educators National Conference, announced the organization's position at a press conference in Washington, D.C. After the conference, Dr. Housewright called on three rock groups, including The Futures (above), from Philadelphia, to give samples of youth music. Dr. Housewright is in the foreground at left.

The Music Educators National Conference, a national affiliate of NEA, has called on the nation's music educators to help bridge the generation gap by making rock and other youth music part of the school music program.

MENC, which represents 58,000 music teachers in elementary and secondary public schools, colleges, and universities, declared that it "not only accepts rock and other present-day music as legitimate, but sanctions its use in education."

Wiley L. Housewright, MENC president, said the conference speaks for music education in the nation and MENC "will provide leadership in asking for a change of teacher attitude and teacher acceptance" of young people's music.

Calling attention to the role music can play in a troubled society, Dr. Housewright, who is dean of the School of Music at Florida State University, commented: "Music is a humanizing force that can unite us in a divisive age; that can heighten communication in an era when human relations cause so many problems."

In suggesting that youth music be taught in the classroom, Dr. Housewright noted that this is perhaps the first time that educators are being asked "to recognize the spirit of the younger generation by including youth's own expression in the curriculum."

"Young people's music can be held at bay outside the institutions of society as it largely is at present, or it can be recognized as a vital and welcome new regenerative force and invited to assume a respectable position in the American musical culture," the MENC president said. Rock, soul, blues, and folk, he declared, cannot be ignored because "there is much to be gained from the study of any musical creation."

Barred from the classroom as being "too loud, too boisterous, and too unmusical," rock music, described as the people's art, has been forced into barrooms and pop festivals, the MENC president pointed out. At the same time, he said, Bach, Brahms, Beethoven, and Mozart have held center stage as the unchallenged "masters" in American music education.

But, argues Dr. Housewright, art is nonexclusive. He pointed out that "one musical art cannot repress another." Rock and Beethoven can "coexist as necessary and significant communicative expressions," the MENC president added.

Taxpayers' revolt

# Seven Ohio school systems face closings

On November 4, Ohio voters approved little more than half of the new-money school support proposals presented to them and only 38 percent of the bond issues called for. Of the moderate increases in property taxes earmarked for school operations that were sought in 254 districts, only 130—or 51 percent—were passed; and of the 60 bond issues proposed, only 23 were approved.

Ohio Education Association records indicate that this November's vote, both on millage and on school bonds, has probably hit an all-time low for general elections in the state.

In the wake of voter rejections, at least seven districts will be forced to close down their schools for varying numbers of weeks during November and/or December. Having run out of operating funds and having reached their 1969 ceiling for borrowing, they see no solution other than closure until January 5. In addition, at least nine other districts in Ohio are now in such serious financial condition that they may have to close down their school during 1970.

Even though the new millage proposal finally passed on the third try in Fremont, this district's schools were still slated to be closed around mid-November, not to be reopened until January 5. The new revenues will not be collected in time to meet current expenses and the school system has reached its borrowing limits. Some talk has developed in the community about urging taxpayers to send in early returns so as to keep the schools open. However, there is serious doubt that the plan can become operative in time, and the lockout remains firm on the horizon.

### Further closings

Two districts near Toledo are planning to close down their schools. In one of them, Swanton Local, an increase in millage failed to pass for the third and last time this year (Ohio law does not permit more than three school elections in one calendar year). In the other, Evergreen Local district, voters approved renewing a previously passed levy but defeated the proposal for an increase in the millage.

A November 26 closing has been announced for the schools in Newton Falls, which is near Warren, and reopening is not expected until January 5. An increase in millage was defeated for the second time this year; it is not clear whether a third try will be made; in any case it is believed that success with a third try in December would still be too late to be of help during 1969.

Voters in Lakewood Local, located near Columbus, defeated a new levy for the third time this year and the school board believes it will have to go ahead with its previously announced December 5 lockout. The levy defeat in Alexander Local district, which is located near Ohio University, will probably force the closing of schools for an undetermined number of weeks.

Finally, Zane Trace Local district, in southern Ohio, announced that even though the requested millage was approved on November 4, a brief close-down of the schools during September is unavoidable. Because of previous levy failures, funds have been exhausted for this calendar year.

One or two brighter notes emerged when the November 4 balloting results were tallied. On the brighter side was the fact that voters responded favorably to a millage renewal proposal in Youngstown. This city had achieved nationwide notice when its schools were closed for five full weeks last year as a result of voter rejection of school operation levies six times in a row.

Another encouraging vote was delivered by the electorate in at least one district, the Mad River-Green district in Clark County. They passed what is probably the highest new levy ever approved for school operations by voters in Ohio.

The advent of school districts running out of money and being forced to close has a history all its own in Ohio. In 1967, Versailles was forced to close all schools for the whole month of February because operation funds had run out.

Last year, though Youngstown as a big city made all the headlines, it was not the only district in Ohio that locked out teachers and pupils. In addition to Youngstown, 1968 school closing occurred in Nelsonville York, in Otsego, and in Perry. The timing in Perry hit the district's teachers particularly hard and in response to their request for assistance NEA stepped in to provide interest-free loans to tide them over.

### Growing threat

Widespread voter rejection of school support measures is a growing threat and tends to raise many questions. Some of the answers offered in Ohio indicate that though property taxes are far from high, on the contrary are comparatively low as contrasted with many other states, they are about the only tax on which voters have a direct voice. All other taxes are determined by city councils, or at the county level, or by the state legislature. Thus, the property tax may have become the vehicle through which Ohio voters try to express a vast variety of dissatisfactions, not necessarily dissatisfaction with the schools per se.

Of course, it was added, Ohio is one of the states that still has no state level income tax and Ohio voters continue to support candidates who run on a no-income tax ticket and claim that this is good for business and a means of attracting new industry to the state. These views may or may not tell the whole story; however, they are the best explanations offered by those closest to the scene.

nea reporter

Published monthly from September through May (except December) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C. 20036.

Telephone Area Code 202, 223-9400

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EDPRESS

NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.

Prepared by the NEA Journal Division:

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## 'Values and the curriculum' is theme for Fourth International Curriculum Conference

Above, Stephen J. Wright, consultant for the College Entrance Examination Board and chairman of the Fourth International Curriculum Conference, speaks at the opening session. Others from left to right are: William G. Carr, secretary-general of the World Confederation of Organizations of the Teaching Profession, who served as conference coordinator; Kenneth Preuter, coordinator of development of the Ontario (Canada) Institute for Studies in Education; Edward Meade of the Ford Foundation; Dame Muriel Stewart, chairman of the Schools Council, London, England; Wilfred R. Wees, associate professor at the Ontario Institute for Studies in Education; and Ole Sand, director of the NEA Center for the Study of Instruction.

### Fourth tri-national meeting

# International curriculum conference held

The Fourth International Curriculum Conference was held at Lake Mohonk Mountain House, New Paltz, New York, from October 14 to 18, 1969. Sponsors of the conference were the same three bodies which had cooperated in the first three conferences held in Canada and in England. The NEA Center for the Study of Instruction was host for the conference, which also included delegations sent by the Ontario (Canada) Institute for Studies in Education and the Schools Council of England and Wales.

The conference program included plenary sessions, panels, small group discussions, filmshowings, and visits to schools. Ole Sand, director of the NEA Center for the Study of Instruction, was chairman of the planning committee.

The International Curriculum Conferences are an informal clearinghouse to exchange ideas and the results of experimentation and innovation among curriculum experts in the three participating countries. Unlike most other international conferences, they have not tried to develop formal resolutions and there is no permanent staff or other continuing machinery.

The Fourth Conference differed from its predecessors in the considerable number of classroom teachers in the delegations. Another innovation was the presence of a representative group of high school students as part of the United States participation.

The major theme of the conference, "Values and the Curriculum," was introduced by two speakers. Wilfred R. Wees of Toronto spoke on "Approaches to the Curriculum," basing his material in part on a synthesis of the reports of the three preceding international curriculum conferences. A background paper, entitled "Behaving and Believing," was presented by William F. O'Neill of the University of Southern California.

In the afternoon and evening of October 14, and on the morning of October 15, speakers from the United States, Canada, and England presented the conference theme. "Values and the Curriculum."

On October 16, the conferees visited schools in teams of not more than 10 so that there might be direct personal communication with members of the school staff and with the students. Films relating to the conference theme were exhibited after the school visits and on October 17.

The program on October 17 began with a panel from three countries discussing the various choices in curriculum reform as far as the emphasis on values is concerned. This was followed by discussions from the floor and this in turn by a resumption of discussion groups, organized this time in terms of some of the major subject areas in the school curriculum rather than by school levels.

On October 18, a tri-national panel discussed the trends of conference thinking as reported by the chairmen or rapporteurs of the discussion groups, together with a student representative. The closing remarks of the conference were made by Dame Muriel Stewart, chairman of the Schools Council of England and Wales, who emphasized the scholarly role of the classroom teacher in curriculum reform.

### With NEA support

# Black-white coalition strengthens schools in Buffalo

With the support of several NEA units, a new concept in education in the black community has been activated in the inner city of Buffalo, New York. The BUILD Academy, a cooperative educational enterprise sponsored by the black community, the Buffalo Public Schools, and the University of New York at Buffalo, opened its doors to area students in September. Its objectives are "to secure strong, effective community participation in educational decision making, to develop high quality education for ghetto schools, and to develop more creative teachers."

The academy was brought into existence by the persistent efforts of BUILD (Build-Unity-Integrity - Liberty - Dignity), a coalition of black and white organizations and individuals working together to combat the effects of racism on the lives of black people in Buffalo. Shocked at the inferior conditions, resources and results in the black schools of Buffalo, which has been called the fourth most segregated school system in the North, BUILD proposed the formation of a school in the black ghetto which would use curriculum, materials, and methods specially selected for the students involved.

Supported by the board of education, the University of New York, and the black community, BUILD drew up a memorandum of understanding, according to which each of the involved bodies named five members to a board of supervisors. This board selected as its chief officer Guy T. Outlaw of Connecticut, formerly president of the Connecticut Department of Classroon Teachers.

Largely through the efforts of Mr. Outlaw, BUILD obtained the services of three NEA representatives— F. J. Johnson of the Association of Classroom Teachers, Elizabeth Bouey-Yates of the Committee on International Relations, and George Jones of the Task Force on Urban Education. The three worked with Mr. Outlaw and staff members of the Buffalo State University in planning a four-week orientation program for academy teachers.

Mr. Johnson said the orientation program was designed "to acquaint the academy staff with the area and its people; to help them develop ways of working with the students, the community and each other; and to assist them in planning their own relevant school program."

Mr. Johnson pointed out that "teachers who are to work in the inner city need special kinds of training and should have an opportunity to design their own relevant curriculum. The BUILD Academy has allowed us to open one door to see if there is merit to our claims."

### NEA groups consulted

# More college faculties are embracing negotiation

There is an increasing interest in professional negotiations among faculty in higher education institutions across the nation, according to officials of NEA's National Higher Education Association.

All six state colleges in New Jersey and Central Michigan University are currently involved in negotiations, NHEA officials noted. A poll was taken within the state university system in Wisconsin to determine the percentage of faculty members in favor of negotiating. Similar polls will be taken at the University of Arizona.

Further, faculty members in Nebraska, Illinois, and South Dakota have consulted NHEA for assistance and advice on procedures involved in gaining recognition.

At the University of Wisconsin, the University of Rhode Island, the University of Oklahoma, the University of Michigan, and other institutions with large numbers of teaching assistants, another trend has recently developed, according to NHEA. Graduate teaching assistants or fellows are demanding recognition and want to initiate negotiations with their institutional boards.

NEA programs in higher education are structured to meet the needs of those individuals in higher education who are concerned about these new relationships in the profession. NHEA staff members are presently operating in close conjunction with state associations and their higher education members.

Meetings of several NEA higher education units were held this month. The board of the National Faculty Association for Community and Junior Colleges (two-year faculties) met on November 2 and 3. The board of the National Society of Professors (college and university faculties) met on November 3, as did the board of the National Association of College and University Administrators (administrators at any level of higher education). The three boards met together in the afternoon of November 3. The National Higher Education Association board, which is the coordinating board for the three organizations, met on November 4.

Specific information about NEA higher education units is available from the National Higher Education Association at NEA Center.

# *names in the news*

The NEA Executive Committee recently appointed to the National Council for the Accreditation of Teacher Education: **Richard M. Birch,** assistant dean of graduate studies, California (Pennsylvania) State College, and **Rosa Lee Duhart,** Booker T. Washington Junior High School, Tampa, Florida. The appointments are for three year terms beginning November 1.

**J. Chris Jensen,** NEA director for Michigan, died in late October after suffering a brain hemorrhage.

Recipient of the 1969 Distinguished Legislative Service Award sponsored by the NEA Department of Rural Education is Rep. **Keith H. Dunton,** for "outstanding contributions as a member of the Iowa Legislature (Keokuk County) to the extension of educational opportunities." The award was made at the close of the National Conference on Regional Educational Programs sponsored this month in Cincinnati by DRE and the American Association of School Administrators.

**W. Frank Masters, Jr.,** social studies and government teacher in Alexandria, Va., and a former president of the Education Association of Alexandria, has been named negotiation specialist for NEA's Regional Mid-Atlantic Office in Springfield, Va.

**Lemuel O. Boone, Jr.,** Wilmington, has been appointed by Governor Russell W. Peterson of Delaware to a position on the Education Commission of the States. Mr. Boone is president of the Delaware Association of Classroom Teachers and is the first classroom teacher in the state to be appointed to the commission.

**Dennis Vinton,** formerly with the Metropolitan Park Department, Indianapolis, has been appointed coordinator for Project ME (Man's Environment) of the American Association for Health, Physical Education, and Recreation. Program assistant for the project is **Rebecca Test,** who worked for the past two years on a government contract (USOE) concerned with anthropology and education.

Two recent graduates are now special assistants for student affairs for the American Association for Health, Physical Education, and Recreation. They are **Kathleen Regan,** who received her B.S. degree in June from the University of Maryland, and **Robert Metz,** who completed his master's program in August at Trenton (N.J.) State College.

**Rosalyn Hester,** who was associate vice-president of Student NEA last year and a graduate student at the University of Southwest Louisiana, Layfayette, is now the coordinator of NEA's Project 18.

**Paul L. Dressel,** director of institutional research and assistant provost, Michigan State University, has been selected vice-president and president-elect of the American Association for Higher Education. He becomes president July, 1970. President this year is **Robert J. Keller,** dean, School of Education, University of Minnesota, who succeeds **C. Addison Hickman,** Vandeveer professor of economics, Southern Illinois University.

**Frank M. Keatley,** a high school social studies teacher in Omaha, Nebraska, has been named chairman of the Douglas County (Nebraska) Young Republicans.

## Ethics committee alert

# Teachers warned on Globe insurance plan

The NEA Committee on Professional Ethics this month warned teachers that they should not participate in a sales promotion plan of the Globe Life Insurance Company. The committee sent its message via an urgent advisory to all state affiliates of NEA.

This particular Globe program poses "considerable threat" to the good standing of teachers who participate, the committee said, for the Code of Ethics of the Education Profession "clearly prohibits educators from using institutional privileges for private gain.

"The revealing for commercial purposes of names and addresses of students, when such information is not public information, is a violation of confidentiality and a misuse of institutional privileges for private gain," the committee's urgent advisory says.

Furthermore, the NEA committee says, "the Code of Ethics explicitly forbids commercial exploitation of an educator's professional position, such as is involved in a teacher's written endorsement of a life insurance program to the parents of students."

The committee quotes from number 29 in the series of *Opinions of the Committee on Professional Ethics*: "It must always be kept in mind that the public schools belong to all of the people and that the teacher has an obligation to protect his students from exploitation by any special interest group."

The Ethics Committee said that under the Globe program selected teachers are asked to provide mailing lists of the students in their schools and to sign a letter, directed to parents of those students, endorsing the Globe Life policy. The teachers are compensated by the company for this action.

Planning a book program for children

S. Douglass Cater, former White House staff adviser who is now with the Brookings Institution, and Mrs. Charles Robb were among members of the National Advisory Board of Reading Is FUN-damental who met at NEA Center last month. The RIF program, which seeks to motivate children to read by giving them books of their own choosing, is funded by the Ford Foundation and sponsored nationally by the Smithsonian Institution, Washington, D.C. Of the 11 state RIF projects currently in operation, two are sponsored by NEA affiliates—the Mississippi State Teachers Association and the New York State Teachers Association. Mrs. Robert S. McNamara is the national chairman of RIF. Samuel B. Ethridge, NEA assistant executive secretary for teacher rights, is a member of the National Advisory Board.

## In Washington, D.C.

# 50 urban leaders discuss politics at the local level

Fifty elected leaders from large local associations talked "Politics at the Local Level" at a conference sponsored by the NEA Citizenship Committee in Washington, D.C., November 17-19, just prior to the fall meeting of the National Council of Urban Education Associations. This continues a pattern of cooperation between urban associations and the committee; the first of the political clinics for teachers was an outgrowth of conversations with urban leaders.

The November conference attempted to answer many requests for help in political situations peculiar to large school systems. How-to-do-it topics included best ways to organize for effective lobbying and election day success, what to negotiate to protect teachers' political rights, using mass media, forming separate political committees, raising money for politics, analyzing voter attitudes, and exploring when and how to endorse candidates.

# Flint teachers win 2-year salary pact

The United Teachers of Flint, Michigan, returned to their classrooms on October 31, ending a strike that began October 13.

Teachers voted 958 to 357 to ratify a contract proposal agreed to as a result of the mediation efforts of Genesee County Circuit Judge Stewart Newblatt. It was the first contract agreed on since the merger of local NEA and AFT units on October 11.

A major provision of the two-year package includes a jump from $6,900 to $7,500 as the starting salary on the B.A. scale in the first year, increasing to an $8,100 minimum in the second. The indexed schedule reaches an M.A. maximum of $13,400 in 11 steps the first year and $14,150 in 11 steps the second year.

The contract also provides for class size reduction in grades K-6 and a 40-minute planning period for elementary teachers.

The total package will cost $4.226 million in new money over two years. A state fact-finder had recommended $2.8 million for one year. The school board's refusal to accept the fact-finder's report precipitated the strike.

# NEA president raps ethics case procedure

NEA President George D. Fischer has expressed concern that a report exonerating DeKalb (Georgia) School Superintendent Jim Cherry of unethical conduct charges has brought the NEA into conflict with one of its associated organizations.

Reacting to a report issued by the Ethics Committee of the American Association of School Administrators, Mr. Fischer questioned the validity of procedures which led to the dismissal of all four charges brought against Mr. Cherry by the NEA Committee on Professional Ethics.

"The AASA's procedures are so defective that errors in judgment are inevitable," he said. "Those procedures tend to insulate administrators against ethics charges."

Mr. Fischer said he is concerned that the AASA's conclusions have questioned the credibility of a report released by the NEA's Committee on Professional Ethics. That report found Mr. Cherry guilty of unethical conduct charges and resulted in the superintendent's expulsion from NEA three months ago.

Mr. Fischer pointed out that according to AASA procedures, if an administrator is exonerated, the person bringing the complaint is not given the reasons for such action. "Under these circumstances, the complaining party is denied an opportunity to refute what may be a blatant error on the part of the AASA's Ethics Committee," he said.

The NEA president said that under NEA procedures, both parties in a dispute are "fully informed at each step in a proceeding and may initiate appeal from a judgment upon a showing of cause."

Mr. Fischer commented that when other superintendents across the nation review the procedures used by the AASA, they must "join with us in our conviction that Mr. Cherry is in fact guilty of unethical conduct."

# *NEA faculty unit backs teachers in Virginia*

A complaint on behalf of four Northern Virginia Community College teachers, who were allegedly not reappointed to their teaching positions for this school year because of professional association activity, has been filed in the U.S. District Court for the Eastern District of Virginia in Richmond. The teachers are from the college's central campus at Annandale, Virginia, and eastern campus, Bailey's Crossroads.

The complaint filed by the National Faculty Association of Community and Junior Colleges, a unit of the NEA, on behalf of its four affiliate members also encompasses all teachers in Virginia and elsewhere who have encountered similar harassment and intimidation because of organizational activity or infringement of other First and Fourteenth Amendment rights. The case is scheduled to be heard in the spring.

The NEA's DuShane Emergency Fund is supporting the case through payment of legal fees.

The DuShane Fund is also assisting in legal costs and loans or subsistence grants to teachers in six other cases recommended to them by NFA. Concern of NFA, which makes its own investigation before recommending a case to the DuShane committee, is with the use of established due process which safeguards a teacher's rights and reputation against the arbitrary acts of administrators, according to Alan G. Stratton, NFA executive director.

The six suits have been brought on behalf of teachers in Northwestern Connecticut Community College; William Rainey Harper College, Elk Grove, Illinois (two cases); San Jacinto Junior College, Pasadena, Texas (two cases); and Dixie College, St. George, Utah.

## Full funding effort

# House adds $1 billion to U.S. education budget

NEA and its allies flexed their muscles on October 28 as the U.S. House of Representatives voted to add an extra $1 billion to the education budget. By a vote of 177 to 124, the Representatives reaffirmed the action they had taken in July when they increased the President's low request for education funds.

Under the leadership of Rep. Jeffery Cohelan (D-Calif.), and spurred on to action by the Emergency Committee for Full Funding (a group of 70 education organizations spearheaded by NEA), House members opposed leaders of both parties and the President by approving a resolution which provides funds for the U.S. Office of Education to the end of the year at $4.2 billion instead of the $3.6 billion level of last year.

The reconfirming action became necessary when the Senate failed to act on the money bill, and the interim measure by which funds had been flowing to the USOE was due to expire on October 31. Senate action on the resolution was pending at press time.

Rep. George Mahon, who as powerful chairman of the House Appropriations Committee received his second defeat from the Emergency Committee, called the education lobby "the second most powerful in the country."

## Legislative action

# Education-related bills move through Congress

The NEA Division of Legislation and Federal Relations reported progress on several education-related bills in past weeks:

By a vote of 382 to 13, the House has passed a draft reform bill which permits the President to set up a lottery system for selecting 19-year-old draftees, but has refused to consider a wider reform of the Selective Service Act. The Senate has agreed to consider the House bill now and to hold hearings on draft reform next year.

The student loan bill, long delayed in Congress, has finally been signed into law by President Nixon. The new law, which is retroactive to August 1, encourages banks to lend money to students by permitting the government to pay up to 3 percent over the present 7 percent interest rate on student loans. The law also adds $240 million for student loan programs.

The President has also signed into law a $15-million-a-year, three-year extension of federal aid to educational radio and TV stations. The bill also boosts from $5 million to $20 million the amount authorized for the government's Corporation for Public Broadcasting.

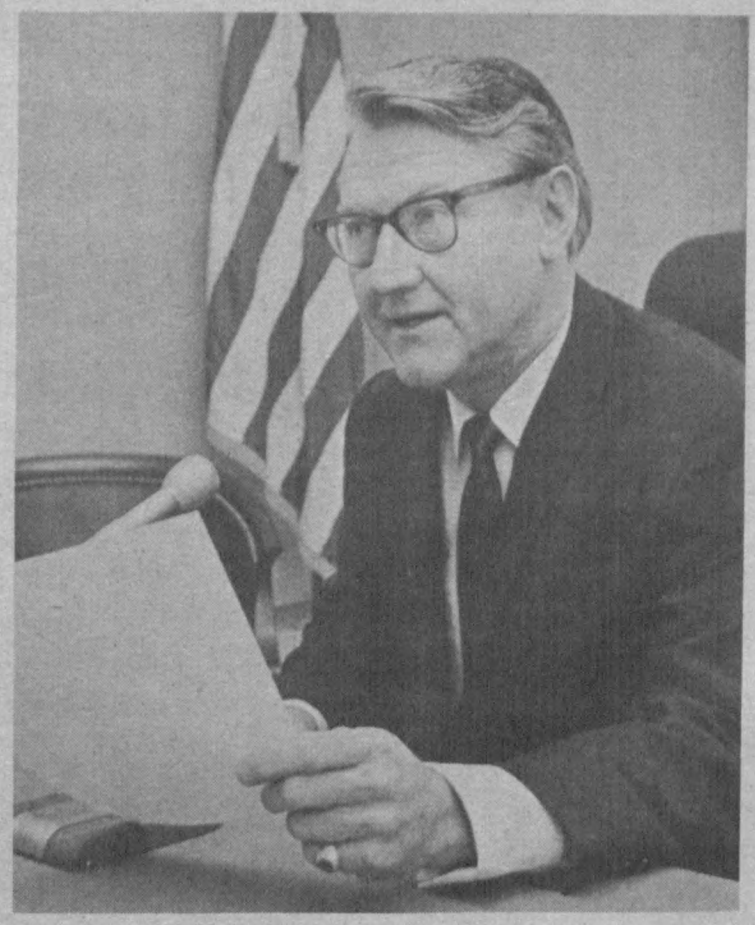
The Senate has unanimously passed a bill providing a 46 percent increase in education payments for veterans of the Vietnam war. The President called the measure "unrealistic and excessive," but Senator Ralph Yarborough (D-Tex.), chairman of the Senate Labor and Public Welfare Committee, said the raises were needed to bring the GI allowances in line with those paid Korean veterans.

The House has passed a bill which would help educate all segments of the population about drug abuse. Introduced by Rep. Lloyd Meeds (D-Wash.) and 84 others, the measure authorizes $29 million over a period of three years for teacher training, materials, "drug alert seminars" for parents and law enforcement personnel, and pilot projects in drug education.

The House Education and Labor Committee has reported a two-year extension of the anti-poverty bill which it has been discussing since June. The bill provides $2.3 billion in authorizations for fiscal 1970, and is similar to the measure approved by the Senate October 15.

Senate hearings have begun on the Administration's manpower bill, S 2838. The hearings are expected to run for several months.

Markup has begun in the Senate on the 1969 ESEA amendments. A substantially different version passed the House in April, and unless the Senate acts quickly and brings the measure to conference, the bill may go over to the second session of the 91st Congress.



### Corman introduces teacher Medicare bill

Rep. James C. Corman (D-Calif.) has introduced an NEA-backed bill to provide Medicare coverage for more than 700,000 teachers who are unable to participate in the program because they are not covered by Social Security. The bill, HR 12473, would permit the HEW Secretary to enter into agreements with states to provide Medicare coverage for annuitants of teacher and other public employee retirement systems. Teachers in 21 states would benefit from this legislation, now pending before the House Ways and Means Committee. A companion bill, S 2969, has been introduced in the Senate by Sen. Abraham A. Ribicoff (D-Conn.).

# Ruling by federal court in Texas reaffirms teachers' political rights

A federal court decision rendered on October 24 in Texas was hailed by NEA officials as a reaffirmation of the rights of all teachers, regardless of race, to become involved in political activities without reprisals.

Following a five-day trial, Judge Wayne Justice of the U.S. District Court for the Eastern Division, Tyler, Texas, ruled that Billy Don Montgomery, a 31-year-old black elementary school teacher who had participated in voter registration activities, was wrongfully dismissed from the Tatum Independent School District.

The court awarded Mr. Montgomery approximately $10,000 in legal fees and costs.

Mr. Montgomery alleged that his teaching contract, along with the contracts of seven other black teachers, was not renewed in April 1968 because of racial-political reasons. He testified that he had been active in the 1968 Tatum school board campaign in which two black citizens were elected.

The Tatum school board had adopted a policy in 1967 which prohibited teacher involvement in political activity, other than voting. But, as Mr. Montgomery stated before the trial, "No job is worth giving up my rights as an American citizen."

The class action suit was backed by NEA's DuShane Emergency Fund and by the Texas Classroom Teachers Association. Mary Ann Scott, assistant director of the DuShane Fund, who attended the trial, observed: "We have now traveled full circle in the dynamic legal area of teacher rights. Only five years ago, a landmark decision in a similar case supported by the NEA DuShane Fund involved a North Carolina teacher, Willa Johnson, who had also been dismissed for black voter registration and other political activities.

"The 1964 decision in Johnson v. Branch," Mrs. Scott continued, "was the first major federal court decision addressing itself to the arbitrary and capricious dismissal of teachers and of violation of their due process and fair consideration guarantees under the U.S. Constitution. It has paved the way for more favorable litigation for teachers at the federal court level—such as the Montgomery case decision—during the past few years."

### *Indiana women deans celebrate 50th year*

The Indiana Association of Women Deans and Counselors celebrated its 50th anniversary during the semiannual meeting in October in Indianapolis. The governor of Indiana issued a proclamation saluting the group for its service to education in the field of guidance and student personnel work.

### President-elect talks to publishers

Helen Bain, NEA president-elect, discussed new directions in education at a meeting jointly sponsored by the American Educational Publishers Institute and the NEA in Cherry Hill, New Jersey, recently. Purpose of the meeting was to exchange information and ideas between educators and publishers in order to help keep instructional materials appropriate to current and future needs of education. About 120 educators and publishers attended the three-day meeting.

Two apprentice geishas dip water from a fountain in Kyoto, Japan.

**To: NEA Division of Educational Travel**
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NEA Reporter 11/69

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The coupon above is designed to bring members prompt information about the many World Adventure tours operated by NEA's Division of Educational Travel, including exact cost and complete itinerary of each tour. In addition, by checking the bottom box in the coupon, members may receive details about low-cost transportation-only flights to Europe next summer.

## Over 100 tours scheduled

# *United profession's World Adventure tours include the exotic and fascinating byways*

If Europe is getting to be old hat, why not switch to a fez, turban, or even a tarboosh? More and more teachers are forsaking the usual haunts of summer travel, reports the NEA Division of Educational Travel. The trend is to discover the spectacular and the unusual in out-of-the-way places sometimes far from the beaten tourist paths.

As air rates to distant places continue their downward trend, destinations that formerly were considered in terms of weeks now can be reached in a matter of hours. Moreover, many of the former inconveniences, discomforts, and difficulties of such travel have been ironed out, as these areas now have learned to prepare for their American guests.

### 'Great experience'

NEA President George D. Fischer visited Africa last summer. He describes it as "one of the great experiences of my life." Mr. Fischer and his college-age son went "all the way from the west coast, the tropical jungle part of Africa, to the east coast, which is high and dry and cool."

"The thing that really grabbed me about Africa," Mr. Fischer said, "is that some of the concepts we have been spoon fed in this country are wrong, and the traveler going to Africa must get his thinking arranged to accept some new things that he hasn't been told. For example, we have been told that the black man is not able to govern himself. Well, I doubt if there has ever been a more impressive instance of a continent or a group of nations in the world where people have come from complete colonialism to establish governments of their own in less time. In three, four, five—at the most, ten—years, these people have established governments; they are relocating their villages; they are building new housing.

"I was very much surprised, too, by the climate in Africa. I expected, in the Ivory Coast, which is about six degrees above the equator, to find hot weather complete with insects and snakes. But it never got above 85 degrees. The humidity was high, but although we slept under mosquito nets, I killed only two mosquitoes all the time that I was there.

"And when we moved over on the east coast, where the altitude ranges from 4,500 to 8,000 feet, we found a climate that rarely got above 80 degrees, never got below 57; the humidity was about 30—it was a magnificently invigorating climate," the NEA president concluded.

Among the over 100 tours being offered this year through the united teaching profession, one even offers a specially chartered air-conditioned railroad train-hotel, affording a close-up of everyday life along the byways of India. Another tour provides camels equipped with special foam-rubber saddles. Other tours include luxury life on a houseboat and a cablecar gondola ride.

Such exotic means of travel are the exception, not the rule, in NEA World Adventure tours, which generally provide ample glamour and fascination without any special exertion or sacrifice of comfort. Perhaps the greatest appeal of the World Adventure tours is that they take teachers into lands very different from the United States. Such lands must be seen firsthand.

The World Adventure areas of NEA-operated travel include Eastern Europe, Soviet Union, Africa, and the Pacific areas, as well as the Far East and Around-the-World. Generally, they have a special appeal for educators who are already familiar with their own nation, and for teachers who may already have been to Europe at least once and have been able to feel at home there.

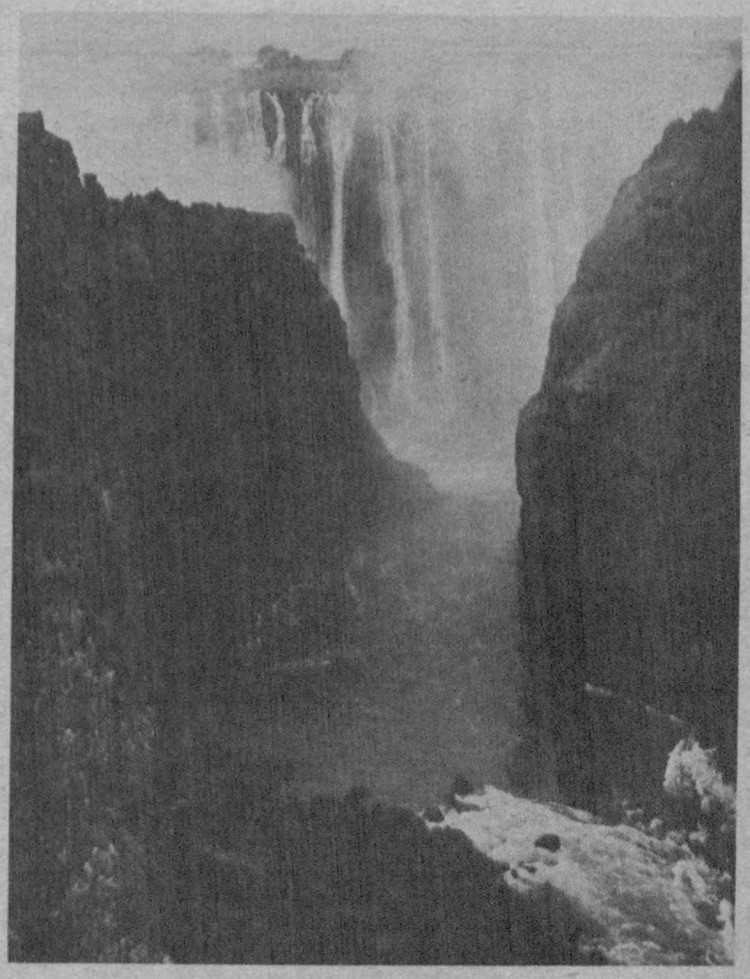
### Tackle the unfamiliar

The sophisticated educator savors, samples, and comes back for more and more travel into world adventure areas. He likes to tackle the unfamiliar, the enigmas and puzzles—to see what he can make of them.

He is in a better position to look at and at least begin to understand what life is like in Russia, in a Bedouin nomad camp, or an Israeli kibbutz.

The NEA Educational Travel Division points out that one of the most rewarding values of foreign travel, particularly into the strange and fascinating areas of World Adventure, comes as a surprise to many educators: After they return home, they find themselves constructively critical of many things which they had always taken for granted.

The coupon at the top of this page is designed to speed up requests for details about the united teaching profession's World Adventure tours. The coupon also gives members a chance to get details about transportation-only flights to Europe in the summer of 1970.



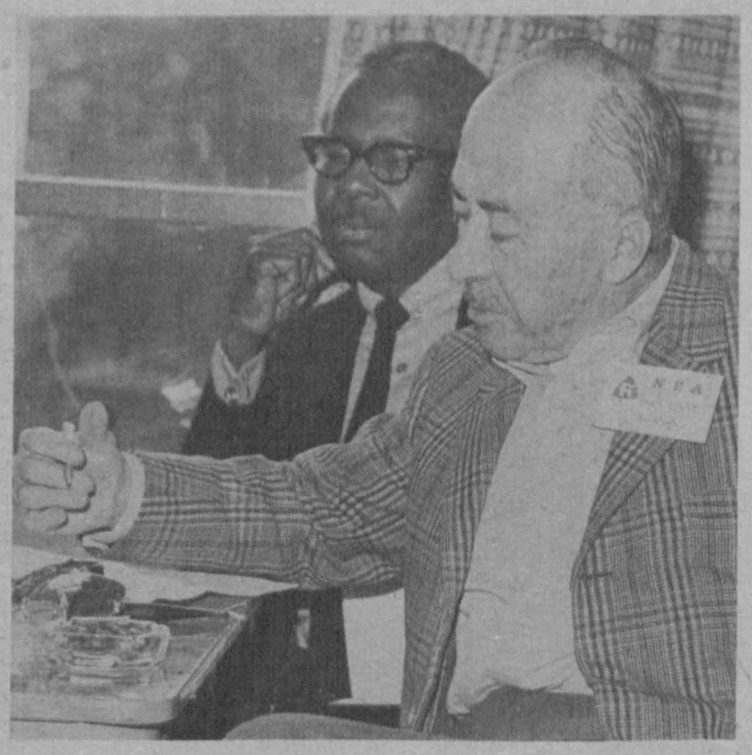
Murchison Falls in East Africa

## West Coast departures set

To better serve educators living in the western sections of the nation, NEA's Educational Travel Division has increased the number of West Coast departures of NEA-operated tours and charter flights.

To facilitate this increased service to western teachers, NEA has set up a travel office with the cosponsorship of the California Teachers Association/Southern Section. Southern California teachers are already booking their 1970 summer flights to Europe on CTA/SS split charters shared with NEA.

Travel inquiries, requests for booklets, and registration information is now available from Miss Coragene Beard, CTA/SS-NEA Travel Secretary, 1125 West Sixth Street, Los Angeles, California 90017.



## Phi Delta Kappa and NEA join in effort to improve human rights programs

Phi Delta Kappa and NEA's Center for Human Relations jointly sponsored a three-day conference early this month which brought together more than 75 persons to develop a plan for training teachers and other educators in behavior and instructional style. Among those at the conference, above left to right, are Wade Wilson, member of the NEA Executive Committee and member of the NEA Human Relations Council; Louis Wilson, director of studies for the New York State Teachers Association; and Saul Rossien, director of education for the American Jewish Committee.

The conferees worked to develop ways to involve a selected group of teacher education institutions and public school systems in setting objectives in human relations. Above, left to right, are conferees W. Thomas Carter, director, division of program resources, U.S. Office of Education, and Harold Schiff, national director of evaluation and planning for the Anti-Defamation League.

# *Board okays guidelines for national sanctions*

The NEA Board of Directors recently approved new guidelines for national sanctions.

The guidelines define a national sanction as "a formal public notice of censure or condemnation by the National Education Association of an agency, organization, or community resulting from the violation of standards judged by the NEA as essential for the maintenance of an adequate educational program." The statement adds: "Such violations are to be determined by thorough, objective investigation."

The guidelines set up a procedure for initiating a request for national sanctions. Such requests from state or local affiliates are to be made in writing to the executive secretary of the National Commission on Professional Rights and Responsibilities, the statement says, and the PR&R Commission will transmit copies of the requests to the state association, to NEA directors from that state, and to the appropriate NEA regional director.

"The PR&R Commission will conduct a preliminary inquiry on receipt of the request for national sanctions," the guidelines continue. "Based upon information obtained from the inquiry, the Commission may authorize a full investigation. . . ."

The guidelines give the NEA Executive Committee sole responsibility to apply and revoke national sanctions.

In view of the new guidelines, the REPORTER will regularly print a list of national sanctions in effect at the time an issue goes to press. In keeping with this plan, the box at right lists the one national sanction now applied.

The guidelines further explain that NEA will continue to make available its support and services, where possible, to associations that have applied sanctions under their own policies. In keeping with this policy, the REPORTER will continue to list districts called unsatisfactory by state affiliates. That listing appears at the bottom of this page.

**National sanctions**

The NEA Executive Committee has declared the following district or system to be under national sanction:

- Richmond (California) Unified School District.

# Professional self-determination laws urged

The NEA Board of Directors has approvel a proposal for action reflecting the priority NEA places on achieving autonomy for the teaching profession. The proposal, submitted by the National Commission on Teacher Education and Professional Standards, urges the creation of a project to promote and support in each state and nationally the legal undergirding needed to enable the teaching profession to have self-determination and quality-assurance control.

The National TEPS Commission also proposes the establishment of professional standards and practices boards in each state, empowered to set standards for preparation and practice and to adjudicate alleged cases of malpractice and unethical performance. These boards should include a majority of instructional personnel.

Further, the commission calls for efforts to help NEA and state association staffs identify and become sophisticated in the use of instruments and techniques to upgrade teacher competency. Finally, NCTEPS asks for the involvement of state education associations and other related groups in ensuring commitment to the proposed project by establishing an advisory-coordinating committee in each state to recommend policy and strategy.

Implementation of this project, the commission says, will encourage greater experimentation in initial preparation of teachers and will lead to more productive in-service programs. It would also greatly enhance the opportunity for cooperation and coordination between schools of education and teachers in the field. It would not only provide an opportunity for NEA to exert leadership to assure all members due process, the National TEPS Commission's proposal concluded, but it would also provide for accountability—a major step in achieving autonomy for the teaching profession.

## 4,000 expected at adult education 'Galaxy'

More than 4,000 are expected to attend Galaxy, a five-day conference for adult educators, which will be sponsored by four organizations December 6-10 in Washington, D.C. Theme will be "Learning To Change: A Social Imperative."

Sponsors are the National Association for Public School Adult Education, the Adult Education Association of the United States, the National University Extension Association, and the Association of University Evening Colleges.

Each association will conduct separate forums, special-interest presentations, panels and seminars that are open to all participants. In addition three general sessions have been scheduled. The first will be keynoted with an address by Robert H. Finch, secretary of the U.S. Department of Health, Education, and Welfare.

NAPSAE, an NEA unit, will highlight its conference with a "Teachers Day" on Saturday, December 6. Over 1,000 adult education teachers are expected to attend this event, which will feature talks, panels, discussion groups, and demonstration projects centered around the theme "Building a Learning Community for the Seventies." Speaker at the opening session will be Robert J. Blakely, who has been an editorial writer for Des Moines, St. Louis, and Chicago daily newspapers and vice-president of the Fund for Adult Education.

For information about attending teacher's day, write to James Dorland, executive secretary, National Association for Public School Adult Education, NEA Center.

## *Unsatisfactory conditions reported*

Below is a current listing of names of school districts or systems where a state education association has notified members of the profession and the public that unsatisfactory educational conditions exist.

| Association | District or System |
|---|---|
| • California Teachers Association | Lawndale Elementary |
| • California Teachers Association | Richmond Unified |
| • California Teachers Association | Ukiah Unified |
| • Colorado Education Association | Colorado Public Schools |
| • Delaware State Education Assn. | Delaware Public Schools |
| • Georgia Teachers and Education Assn. | Pike County Schools |
| • Illinois Education Association | Decatur Dist. No. 61 Schools |
| • Indiana State Teachers Assn. | Metropolitan School Dist. of Southwest Parke (County) |
| • Oklahoma Education Association | Oklahoma Public Schools |
| • Pennsylvania State Education Assn. | Erie Public Schools |

# current

**What's going on in TV, radio, press, and national magazines**

### Television

*(All times are Eastern)*

**Room 222** — *Wednesdays, ABC-TV, 8:30 p.m.*

**The Forsyte Saga**—*Sundays, NET, 9 p.m.*

**Discovery** — *Sundays, ABC-TV, 11:30 a.m.*

**How Life Begins**—*Friday, November 28, ABC-TV, 7:30 p.m.* Highly praised documentary dealing with the reproduction of all species.

**CBS Playhouse, "Sadbird"**—*Monday, December 1, CBS-TV, 9:30 p.m.* Comedy-drama by George Bellak.

**Siberia: The Endless Horizon**—*Tuesday, December 2, CBS-TV, 7:30 p.m.* A National Geographic Society Special—an excursion by railway, caravan, and jet across Russia's vast and interesting frontier.

**Hallmark Hall of Fame, "The Littlest Angel"**—*Saturday, December 6, NBC-TV, 7:30 p.m.* An original musical based on Charles Tazewell's story.

**CBS Children's Hour, "J.T."**—*Saturday, December 13, CBS-TV, 12 Noon.* A shy, lonely black youngster befriends a wounded cat. His unselfish relationship with the animal teaches him values that enable him to start behaving with a stronger sense of responsibility.

**Hans Brinker**—*Sunday, December 14, NBC-TV, 7 p.m.*

**The Great Dollar Robbery: Can We Arrest Inflation?** *Monday, December 15, ABC-TV, 10 p.m.*

**The Little Drummer Boy**—*Thursday, December 18, NBC-TV, 7:30 p.m.*

**Sahara** — *Friday, December 19, NBC-TV, 7:30 p.m.* A unique sociological study of nomads and their way of life.

**Why I Chose Not To Run**—*Saturday, December 27, CBS-TV, 7:30 p.m.* First in a series of CBS News broadcasts devoted to Lyndon B. Johnson's story of his Presidency.

**Election '69: What We Learned**—*Sunday, December 28, NBC-TV, 10 p.m.* An examination of the mayoral elections in cities throughout the country.

### Magazines

*(December Issues)*

**Ebony**—"Scientist With a Cause," deals with a highly skilled black scientist's total involvement in the black community of Rochester, New York. "Computer Whiz-Kid" tells of a 17-year-old black youth who grew up on Chicago's West Side and is now building computers.

**Family Circle**—"The Mole Family's Christmas" by Russell Hoban.

**Harper's Magazine** — "California: The Rending of the Veil" by Marshall Frady. A portrait of the state, its politics, and its governor. "The Young People of North Long Beach" by James Q. Wilson. "France: A Struggle Against the Second-Rate."

**McCall's Magazine**—"Therefore Choose Life," an interview with George Wald, Higgens professor of biology at Harvard. "Our Son Mark," the story of S. I. Hayakawa's mentally retarded son, Mark, and what he has done for their lives.

**Parents' Magazine**—"Opening College Doors to the Disadvantaged" by Edward Flattau. "The Youngster Who Doesn't Fit In" by Alice Loomer, Ph.D. "How Children Learn the Joys of Giving" by Elaine L. Schulte. "The Common Fears of Childhood" by J. Mendels, M.D.

NEA President Fischer joins sex education debate on 'Today' show

On October 16 the topic of sex education was debated during a one-hour segment of NBC's "Today" show. Discussing the controversial topic with host Hugh Downs (left) were (left to right): NEA President George D. Fischer; Monsignor James Johnson, Roman Catholic Family Life Bureau; Eleanor Hamilton, director, School of Married Life and Education; and Gordon Drake, director of education, Christian Crusade. In explaining NEA's view, President Fischer said: "We feel that education is the search for truth and anything that has the ramifications and the motivation that sex does surely should be understood and studied by children. Mr. Fischer went on to say that NEA believes there must be qualified teachers to teach the subject and the subject matter must be tailored to grade level. He emphasized that teachers have been doing an excellent job teaching sex education and are continuously looking for better methods.

## Three proposals okayed

# Student NEA projects funded

Through a special project fund established by the Student NEA leadership assembly this summer, three project proposals which deal with Student NEA's major thrust for the 1969-70 school year have awarded grants of from $2,000 to $4,000 each. The proposals attack antiquated aspects of teacher education programs and explore the rights of students in participating in curriculum development.

Janet Portolan, Student NEA vice-president and a graduate student at San Francisco State College, submitted a proposal for the State of California which has the goal of providing high quality experiences for students in tutorial and other volunteer educational programs. The project, Assistance for Volunteeers in Educational Community Service, will hope to organize student volunteer service programs which serve all youth—rural, urban, migrants, minority, and the handicapped.

A clearinghouse on student volunteer educational programs will be established; assistance will be given student volunteer efforts in securing funds for educational projects in the community; and an attempt will be made to recruit into the teaching profession and into the Student NEA those of minority background, those with interest in the profession but not willing to accept current education training programs, and those who are attuned to the social issues confronting society today.

The second proposal, submitted by Kent Bowden, Midwest Regional Coordinator and president of the Student Michigan Education Association, deals with student rights. He proposes that a regional resource team be appointed composed of a student, a college of education faculty member, and one teacher preparation institution administrator from each state. This council will develop a questionnaire to determine what the students deem to be important in the areas of curriculum and in student rights.

A Regional Resource Center would be established at the Michigan Education Association where documentation of the student questionnaires on a state and regional basis would be analyzed. Based on the data compiled, local student chapters will be able to determine the issues that relate to their particular situation. The council would represent a student body in situations where there is serious conflict between the students and the administration.

The southeastern regional area proposal, submitted by John I. Wilson, Western Carolina University in Cullowhee, North Carolina, promotes a student voice in curriculum planning. By cooperative effort among students, faculty, and administrators, this proposal hopes to achieve curriculum change in schools of education.

Local student NEA chapters will be asked to evaluate schools of education in their areas through surveys of courses offered and interviews with instructors and other faculty members. Regional and state leaders from state departments of education and outstanding faculty and administrators will be asked to assist local leaders in developing curriculum programs more in tune with the needs of today's teachers, and to advise on the channels through which these changes can take place. In addition, resource teams of three to four student leaders in each state will serve as advisors to the local chapters.

Reports of the projects will be presented to the annual summer Student NEA conference in San Francisco.

# NEA expands teacher retirement activities

Coordinating all NEA activities in the field of teacher retirement and guiding a greatly expanded NEA program in this area is the responsibility of the new office of the NEA coordinator for teacher retirement.

The duties of Office of Teacher Retirement include responsibility for consulting with local and state education associations on retirement problems; liaison with the National Council on Teacher Retirement, the National Retired Teachers Association, and other agencies concerned with retired persons; research and information services in the field of teacher retirement; and assistance in developing programs and legislative recommendations to improve benefits for retired teachers.

A current activity of major importance is working with the NEA Division of Legislation and Federal Relations to secure passage of the Mobile Teachers' Retirement Assistance Act, aimed at improving retirement benefits for teachers who move across state lines in the course of their teaching careers.

NEA's first coordinator for teacher retirement is W. Jack Tennant, who joined the NEA staff in mid-October. Mr. Tennant comes to NEA with broad experience in educational research, finance, and retirement. His most recent position was director of the Center for Effecting Educational Change of the Falls Church (Va.) Schools.

# Delaware association invokes state sanction

On November 1, the Delaware State Education Association's representative assembly invoked statewide sanctions because of the failure of the legislature and governor to enact acceptable legislation affecting professional negotiations, salaries, and hospitalization insurance coverage.

A few hours before the DSEA representative assembly opened, the governor signed a professional negotiations law which passed the legislature in the face of a legal threat by DSEA and NEA. DSEA objected to the law because, under it, the school board makes up the bargaining unit; the bill does not contain binding arbitration; does contain a no-strike clause; does not list professional relations as a negotiable item, but restricts the items to be negotiated to salaries, benefits, and physical condition of school buildings.

# DuShane Fund backs Indiana court cases

NEA's DuShane Emergency Fund for Teacher Rights is supporting two Indiana court cases involving teacher dismissals in the Vincennes area. The suits were filed on behalf of three teachers who were fired but say they were "highly recommended by their superiors for their qualities of leadership and dedication." They have sued the North Knox School Corporation.

In a separate action, filed in Federal District Court at Terre Haute, Jerry D. Stilwell, a former English teacher in North Knox High School, has sued three of the North Knox trustees for a total of $100,000.

The teachers charge their dismissals were for "personal and political reasons."

Both suits were filed by the Indiana State Teachers Association.

Mr. Stilwell, 24 years old, contends in his federal complaint for damages that his civil rights as a citizen of the United States were violated when he was fired by a 3-2 vote of the trustees.

In the state court action, Judith Lynn Hinkle, 28, Charles J. Lentz, 26, and Mr. Stilwell claim they were dismissed for "personal and political reasons," and that lawful procedure for dismissing nontenure teachers was not followed.

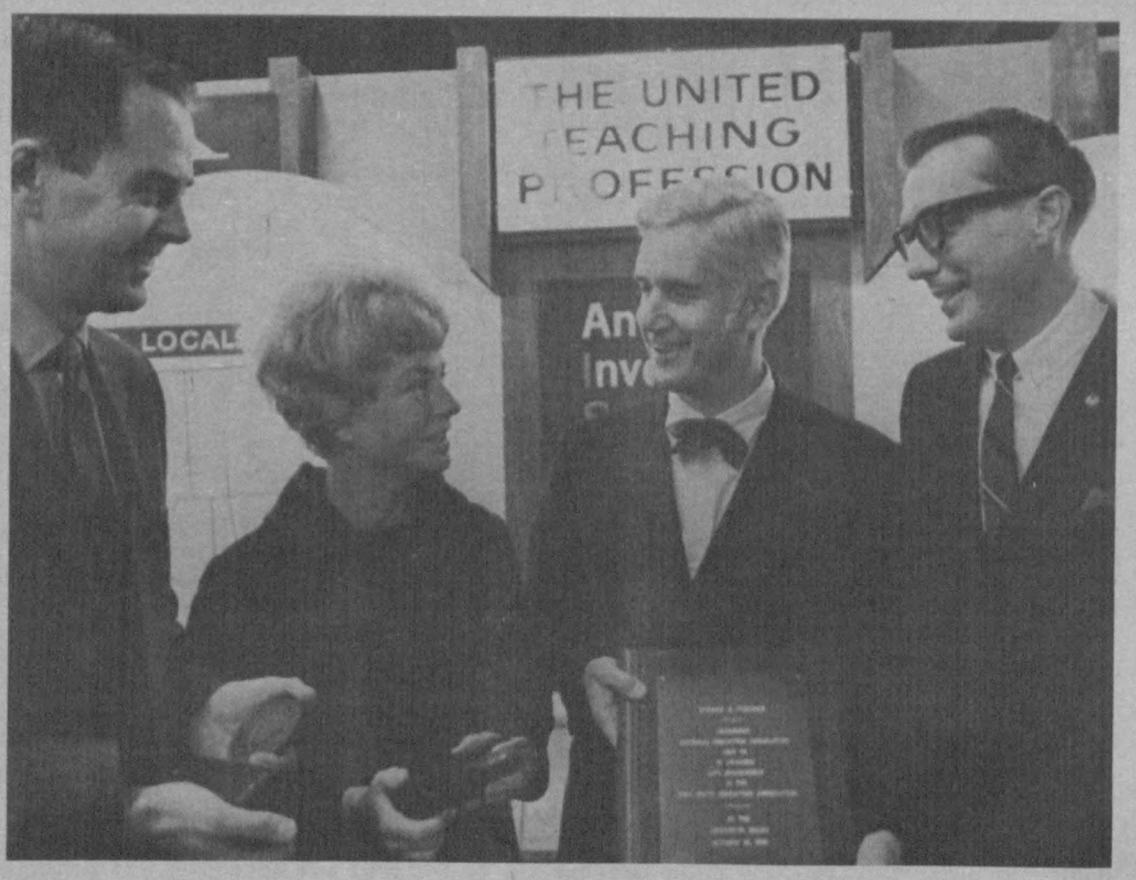
This suit alleges that the action of the three trustees in voting dismissal of the teachers was "arbitrary, capricious [and] an abuse of discretion, contrary to the Code of Ethics of the Indiana School Boards Association."

Indiana law provides that any nontenure teacher must be notified in writing before May 1 that his contract for the following year will not be renewed. Teachers so notified then may request a written statement of reasons for firing. The three teachers contend that the form letter sent to each of them in response to their requests was "so vague and general" that they were not advised of the specific reasons for their dismissal.

The letter, signed only by the school board president, said that "your general attitude in the direction and leadership of students is unsatisfactory. This feeling has been reinforced by complaints received from parents and by personal observations made by individual board members."

The three teachers allege that the "dismissals were contrary to the recommendations of both the principal of the North Knox High School and the superintendent of schools" who said that "the plaintiffs were excellent teachers and should continue for the 1969-70 school year."

Mr. Stilwell, during the two years he taught at North Knox, was active in political and teachers organizations. He was author of a controversial letter published in the Bicknell Daily News during the campaign for election of school trustees.




## NEA president awarded honorary life membership in Iowa association

George D. Fischer, NEA president, was given the first honorary life membership in the Iowa State Education Association last month. A plaque with the membership inscription was presented to Mr. Fischer during the ISEA's 115th annual convention. Mr. Fischer formerly served as president of the Des Moines (Iowa) Education Association and on the ISEA executive board. Pictured above with Mr. Fischer (third from left) are ISEA President Jack L. Hudson (right) and two others honored at the ISEA meeting: Lloyd D. Fark, winner of the 1969 ISEA Layman's Award for his service as chairman of the steering committee which helped pass the largest school bond issue ever approved in Iowa, and State Senator Minnette Doderer, who was given a special legislative award for her efforts to improve the Iowa Public Employees Retirement System.

# NEA-ALA to study community libraries

The Joint Committee of the NEA and the American Library Association, during its recent meeting at NEA Center, appointed a subcommittee to study the possibilities of providing total community library resources to serve the schools and all segments of the public. This action was taken, the committee stated, because it believes there are "widespread inadequacies of separate school and public libraries in providing for lifelong continuing education, individualized learning, utilization of multimedia materials, and new developments in technology."

The subcommittee will explore possible funding of a pilot project.

## Professional staffing

# Groups seek applicants

**Mt. Diablo Unified District Education Association (California)** seeks to fill the position of executive secretary by the summer of 1970 or sooner. The current salary range is $14,755 to $20,355 with annual increases of $800 in addition to an amount depending on teachers' raises in the future. Dental and medical, death and disability insurance; the CTA retirement plan; an association car, one month paid vacation and cumulative sick leave, etc., are among the fringe benefits offered and the whole economic package is open to further negotiation. MDUDEA has an all-inclusive membership of about 1,850, roughly 90 percent of the total professional staff. The membership recently increased local dues from $22 to $30 and a new association office building was completed last spring. Write to: Executive Secretary Selection Committee, MDUDEA Education Center, 3550 Willow Pass Road, Concord, California 94520.

**Washoe County Teachers Association (Nevada)** invites applicants for the position of executive director to serve some 1,200 educators in Reno, Sparks, and surrounding areas. WCTA seeks applicants with teaching as well as professional organization and negotiation experience and hopes to have the appointee on the job as soon after January 1, 1970 as possible. Salary and benefits are negotiable. Write to: Bob F. Swain, president, WCTA, 1479 South Wells Avenue, Reno, Nevada 89502.

**The Nebraska State Education Association is assisting in locating an executive director for the Nebraska Professional Practices Commission.** The newly created position will be filled by January 1, 1970. The person selected will serve as executive officer of the commission, have charge of the commission office, and coordinate the operations of the commission. He will also represent the commission at meetings, prepare commission budgets, and provide leadership to the commission, its chairman, and its committee. I tters of application should be addressed to Dr. Anne Campbell, chairman, Nebraska Professional Practices Commission, P.O. Box 200, Lincoln, Nebraska 68501.

# Teachers in Hawaii push bargaining law

The Hawaii Education Association is sponsoring a bill on collective bargaining that was introduced in the state's 1969 legislative session. HEA spokesmen recently testified at committee hearings on collective bargaining for public employees.

HEA is recommending adoption of an omnibus collective bargaining act, including a clear declaration of general purpose and policy and titles which would deal specifically with the entire field of public education in Hawaii.

# 12 state associations have NEA-compatible records

Twelve state education associations are now sending membership records to NEA that are fully compatible with NEA record-processing materials. This helps their members to get their copies of the NEA REPORTER and *Today's Education—NEA Journal* promptly.

Magnetic tapes sent to the NEA Records Division from these 12 states can be put directly into the computer for addressing mailing tapes.

The states now providing this service to their members are Utah, Rhode Island, Massachusetts, New Hampshire, Colorado, Idaho, New Jersey, New York, Ohio, Oregon, Pennsylvania, and Texas.

## STATEMENT OF OWNERSHIP, MANAGEMENT, AND CIRCULATION

(Act of October 23, 1962; Section 4369, Title 39, United States Code)

1. Date of filing: October 1, 1969.
2. Title of publication: NEA Reporter.
3. Frequency of issue: Monthly from September through May (except December).
4. Location of known office of publication: 1201 16th St., N.W., Washington, D.C. 20036.
5. Location of the headquarters or general business offices of the publishers: Same address as above.
6. Names and addresses of publisher, editor, and managing editor:
   Publisher—John D. Sullivan (same address as above).
   Editor—Mildred Sandison Fenner (same address as above).
   Managing Editor—Walter A. Graves (same address as above).
7. OWNER (*If owned by a Corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding 1 percent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a partnership or other unincorporated firm, its name and address, as well as that of each individual must be given):*
   National Education Association (Chartered by special act of Congress—no stockholders); same address as above.
8. Known bondholders, mortgagees, and other security holders owning or holding 1 percent or more of total amount of bonds, mortgages or other securities: None.
9. For completion by nonprofit organizations authorized to mail at special rates (Section 132.122, Postal Manual): The purpose, function, and nonprofit status of this organization and the exempt status for Federal income tax purposes have *not* changed during preceding 12 months.
10. Extent and nature of circulation:

| | *Average No. of Copies Each Issue During Preceding 12 Months* | *Actual No. of Copies of Single Issue Published Nearest to Filing Date* |
|---|---|---|
| A. Total No. Copies Printed (*Net Press Run*) | 1,175,655 | 1,118,263 |
| B. Paid Circulation | | |
| 1. Sales through Dealers and Carriers, Street Vendors and Counter Sales | | |
| 2. Mail Subscriptions | 1,171,708 | 1,099,607 |
| C. Total Paid Circulation | 1,157,630 | 1,069,404 |
| D. Free Distribution *(including samples)* by Mail Carrier or Other Means | 14,078 | 30,203 |
| E. Total Distribution *(Sum of C and D)* | 1,171,708 | 1,099,607 |
| F. Office Use, Left-Over, Unaccounted, Spoiled after printing | 3,947 | 18,656 |
| G. Total *(Sum of E and F—should equal net press run shown in A)* | 1,175,655 | 1,118,263 |

I certify that the statements made by me above are correct and complete.

Mildred S. Fenner, *Editor*

# SEARCH expands its job locating

Participation in NEA*SEARCH by both candidates and employers has increased steadily since the inception of the centralized job-locator service in 1967. NEA*SEARCH strives continuously to improve its program and widen the scope of its service, and even though requests from school systems were in the thousands last year, many more are anticipated this year.

### Job seekers

Registration with NEA*SEARCH makes a candidate's name available for matching until the end of the matching session or until a maximum of 10 matches have been found, whichever occurs first. The candidate is notified of matches promptly following computer runs, and then is asked to take the initial step in contacting employers.

NEA*SEARCH is not a placement service and cannot guarantee 10 matches but will give each candidate up to 10 contacts for which he qualifies.

Persons not now holding a teaching certificate, not qualified to hold one, or who will not be qualified to hold one by next August, should not register with NEA*SEARCH.

**To complete either of the SEARCH forms, you must refer to list A on the next page and list B on this page.**

**To register with NEA*SEARCH, fill out Form T on the next page.** Be sure the preferences you specify are definite.

### Employers

School superintendents and others charged with recruitment of teachers may seek employees through NEA* SEARCH's Form V, on this page. NEA* SEARCH is designed to eliminate many of the problems superintendents and recruiters face when interviewing large numbers of candidates.

To assist school systems with staff development, the NEA National Commission on Teacher Education and Professional Standards is offering this service free to employers this year.

The program is now geared to give a school system, without a special request, up to 10 candidates who have been selected according to requirements set by that system. An "eligibility quotient" score is given on each candidate, indicating how closely he meets these specifications. Details of this are explained in the NEA*SEARCH Report submitted after processing of each Form V.

## List B
## States and Regions

**AL**—Alabama; **AK**—Alaska; **AZ**—Arizona; **AR**—Arkansas; **CA**—California; **CO**—Colorado; **CT**—Connecticut; **DE**—Delaware; **DC**—District of Columbia; **FL**—Florida; **GA**—Georgia; **GU**—Guam; **HI**—Hawaii; **ID**—Idaho; **IL**—Illinois; **IN**—Indiana; **IA**—Iowa; **KS**—Kansas; **KY**—Kentucky; **LA**—Louisiana; **ME**—Maine; **MD**—Maryland; **MA**—Massachusetts; **MI**—Michigan; **MN**—Minnesota; **MS**—Mississippi; **MO**—Missouri; **MT**—Montana; **NB**—Nebraska; **NV**—Nevada; **NH**—New Hampshire; **NJ**—New Jersey; **NM**—New Mexico; **NY**—New York; **NC**—North Carolina; **ND**—North Dakota; **OH**—Ohio; **OK**—Oklahoma; **OR**—Oregon; **PA**—Pennsylvania; **PR**—Puerto Rico; **RI**—Rhode Island; **SC**—South Carolina; **SD**—South Dakota; **TN**—Tennessee; **TX**—Texas; **UT**—Utah; **VT**—Vermont; **VA**—Virginia; **VI**—Virgin Islands; **WA**—Washington; **WV**—West Virginia; **WI**—Wisconsin; **WY**—Wyoming.

### Regions

**PP**—Anywhere in U.S.; **QQ**—U.S. Possessions not included in states; **RR**—Canada; **SS**—Other foreign; **TT**—Any or all above categories.

# NEA*SEARCH

## A COMPUTER-BASED LOCATOR SERVICE

SPONSORED BY THE **NATIONAL EDUCATION ASSOCIATION** ADMINISTERED BY THE NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS
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You may reproduce this form or get more copies from NEA*SEARCH (address at left).

LEAVE BLANK
NEA SERIAL NUMBER

## Form V / Vacancy Description & Request for Search

*GENERAL INSTRUCTIONS:* The computer will work for you only if you give it information it can work with: Write only ONE number or letter in each box. In items 1, 2, 3, and 4, leave a BLANK SPACE between elements to indicate where one word ends and the next begins. Use abbreviations as necessary. See WEIGHTING instructions below before completing items 10, 11, 13, 19, and 20.

Please use ball-point pen only

**1** *School District or Name of School* (Abbreviate as necessary.)

If other than than public school, specify type below (independent, proprietary, parochial, etc.) and put a "1" here →

*Type:* _____

**2** *Number and Street* (Abbreviate as necessary.)

See LIST B and write the 2-letter code here. IMPORTANT

**3** *City* *State/Region* *ZIP*

*If outside U.S., write name of country here:*

**Note** to keypuncher: Pick up 2nd card

**4** *Attention of:* (Person authorizing search.) First name (or initial), space, middle name (or initial), space, last name

**5** *Telephone Number* Area Code

**6** If candidate has permission to telephone you collect, put a "1" here →

**7** Indicate type of school district. Select from list below and put the number here →
1 Urban 2 Suburban 3 Rural 4 Combination

One Form V can be used to seek candidates for any number of *identical* vacancies. For each different *type* of vacancy, a separate Form V must be submitted.

Description of Vacancy:

**8** *Special Programs: If the vacancy is in a program which can be described by one or more of the options listed below, write the numbers here* →
1 Experimental 2 Disadvantaged 3 Ungraded 4 Combination

**9** Indicate grade level of vacancy from list below and put the number here →
1 Elementary (K-6) 3 Junior High (7-9) 5 Secondary (7-12)
2 Middle School (6-8) 4 Senior High (10-12) 6 Combined El/Sec (avoid this choice if possible)

**WEIGHTING**: In Items 10, 11, 13, 19, and 20, weighting permits you to express how strongly you feel about your choices. The numerical weights of 3, 2, and 1 allow you to state a relative preference between or among your selections or the importance of a single item.
WEIGHTS: **3** *I strongly prefer it.* **2** *I prefer it.* **1** *I will accept it.*

Your Specifications for Applicant:

**10** *Subject/Position: What subject/position do you want applicant to teach/fill? Select up to 3 from LIST A, and put the number codes here* → and WEIGHT / and WEIGHT / and WEIGHT

If you want applicant to teach only 1 subject, choose only 1 from LIST A and weight it 3. If you want him to teach a combination of 2 or 3 subjects choose 2 or 3 and give them the same weight. For special administrative fields, e.g., "Art Supervisor," select administrative level (175) and follow with subject (052) and give them the same weight.

***Note** to keypuncher: Pick up 3rd card*

**11** *Experience: Indicate minimum number of years of* teaching *experience desired. For 9 or more years, write 9.* → and WEIGHT

Indicate minimum number of years of experience desired in *other* areas of the profession (as for specialties). For 9 or more years, write 9. → and WEIGHT

**12** *Number of vacancies existing in this position description:* →

**13** *Education: Select from list below the minimum education level desired and write the number here* → and WEIGHT
1 Two years of college 3 Bachelor's + 18 hrs. 5 Master's degree 7 Master's + 60
2 Bachelor's degree 4 Bachelor's + 30 hrs. 6 Master's + 30 (or prof. diploma) 8 Doctorate

**14** Salary *range:* $ MINIMUM $ MAXIMUM ← VERY IMPORTANT

**15** *Maximum age acceptable:*

**16** Optional *You may specify that applicant hold or be qualified to hold one of the teaching certificates listed below. Put the number here* →
1 Elementary 3 Junior High 5 Vocational 7 Administrative and/or supervisory
2 Middle School 4 Secondary 6 Standard or Regular or Combined El/Sec

**17** *If this position requires the completion of a teacher preparation program, put a "1" here* →

**18** Optional *If experience in any of the areas listed below would be helpful, specify up to 4, by number, here* →
1 Programs for disadvantaged 5 Adult education 8 Experience outside of U.S.
2 Publication/journalism 6 Administration 9 Community youth program/summer camp
3 Fine arts 7 Recreation/coaching 0 Peace Corps/VISTA/Teacher Corps
4 Counseling

**19** Optional *To further faculty integration or broaden your system's cultural base, you may stipulate preferred ethnic identification of applicants. See list below and put the number here* → and WEIGHT
1 American Indian 2 Cuban 3 Mexican-American 4 Black 5 Oriental 6 Puerto Rican

**20** Optional *If the job requires a specific sex (as for physical education) indicate by number here* → 1 Female 2 Male and WEIGHT

**21** *If candidate is needed for active employment before the beginning of the next normal school year, put a "1" here* →
(Some candidates are available now.)

(DO NOT DETACH) (DO NOT DETACH) V

I understand that all persons whose names are referred to me by NEA*SEARCH may not still be available for employment; that there is no guarantee as to the accuracy of information given by any persons referred; that NEA*SEARCH does not guarantee that there are available persons meeting my specifications. I agree to notify NEA*SEARCH when the vacancy described here has been filled so that it may be removed from the active list.

Signature _____ Date _____

DETACH AND MAIL TO: NEA*SEARCH, Department V, 1201 - 16th Street, N.W., Washington, D.C. 20036.

FREE

# Form T—Candidate's Questionnaire

**(Elementary and Secondary)**

Please use ball-point pen only

Please use ball-point pen only

**1** *Name* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
Last name, COMMA, first name, space, middle name (or initial)

LEAVE BLANK
☐☐☐☐☐☐
NEA SERIAL NUMBER

**2** *Number and Street* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
Leave space between elements. Abbreviate as necessary.

See LIST B and write the 2-letter code here. ↓ IMPORTANT

**3** *City* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ *State/Region* ☐☐ *ZIP* ☐☐☐☐☐

If outside of U.S., write name of country here:
☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

**Note** to keypuncher: Pick up 2nd card.

**4** *Telephone Number* ☐☐☐ ☐☐☐ ☐☐☐☐ (Area Code)

**5** *Year of Birth* 19☐☐

**6** *Title & Sex* ☐
1 Miss
2 Mrs.
3 Dr. (Female)
4 Mr.
5 Dr. (Male)

**7** Optional — *If you would consider a position in a school other than public (independent, proprietary, parochial, etc.), put a "1" here* ☐

**8** *Indicate the type of school district (see below) in which you would like to teach. Put the number here* ☐
1 Urban 2 Suburban 3 Rural 4 Combination

**WEIGHTING:** In Items 9, 10, 12, and 15, weighting permits you to express how strongly you feel about your choices. Numerical weights of 3, 2, and 1 allow you to state a relative preference between or among your selections, or the importance of a single selection.
WEIGHTS: **3** *I strongly prefer it.* **2** *I prefer it.* **1** *I will accept it.*

**9** *Geographic Preference: Select up to 3 from LIST B, and put the code letters here*
☐☐ and WEIGHT ○
☐☐ and WEIGHT ○
☐☐ and WEIGHT ○

**10** *Special Programs: If you would prefer to work in a program that can be described by one or more of the options listed below, put the numbers here*
☐ and WEIGHT ○
☐ and WEIGHT ○
1 Experimental 2 Disadvantaged 3 Ungraded 4 Combination

**11** *Grade level: Select level you prefer from list below and put the number here* ☐
1 Elementary (K-6)
2 Middle School (6-8)
3 Junior High (7-9)
4 Senior High (10-12)
5 Secondary (7-12)
6 Combined El/Sec (avoid this choice if possible)

**12** *Subject/Position: Indicate the subject/position you would like to teach/fill in your next job. Select up to 4 from LIST A, and put the code numbers here*
☐☐☐ and WEIGHT ○
☐☐☐ and WEIGHT ○
☐☐☐ and WEIGHT ○
☐☐☐ and WEIGHT ○

For special administrative fields, e.g., "Art Supervisor," select administrative level (175) followed by subject (052) and give them the same weight.

**13** *Experience*
a. *Select from LIST A, the subject(s)/position(s) you have taught/filled and put the code numbers here* — MOST RECENTLY ☐☐☐ EARLIER ☐☐☐
***Note** to keypuncher: Pick up 3rd card*

b. Indicate total number of years of *teaching* experience, including current assignment, here (for 9 or more years, write 9) ☐
(Exclude practice teaching.)

c. Indicate total number of years of experience, if any, in *other* areas of the profession here (for 9 or more years, write 9) ☐

**14** *Education: Indicate highest educational level attained or degree expected by August next. Select from list below and put the number here* ☐
1 Two years of college
2 Bachelor's degree
3 Bachelor's + 18 hrs.
4 Bachelor's + 30 hrs.
5 Master's degree
6 Master's + 30 hrs. (or prof. diploma)
7 Master's + 60 hrs.
8 Doctorate

**15** *Salary: Indicate minimum annual salary you request here* — VERY IMPORTANT $☐☐☐☐☐ and WEIGHT ○

**16** *Certification: Indicate below the teaching certificates you hold or are qualified to hold, and in what states.*
1 Elementary
2 Middle School
3 Junior High
4 Secondary
5 Vocational
6 Standard or Regular or Combined El/Sec
7 Admin. and/or Supv.

LIST B Code
Type ☐ State ☐☐ If pending, put a "1" here ☐
Type ☐ State ☐☐

**17** *If you have completed or are completing a teacher preparation program, put a "1" here* ☐

**18** *If you have experience in any of the areas listed below, select up to 4 and put the numbers here* ☐☐☐☐
1 Programs for disadvantaged
2 Publication/journalism
3 Fine arts
4 Counseling
5 Adult Education
6 Administration
7 Recreation/coaching
8 Experience outside of U.S.
9 Community youth program / summer camp
0 Peace Corps/VISTA/ Teacher Corps

**19** Optional — *You may indicate your ethnic identification. Select from list below and put the number here* ☐
Do so only if you think it will be to your advantage. (Many schools are now requesting minorities.)
1 American Indian 2 Cuban 3 Mexican American 4 Black 5 Oriental 6 Puerto Rican

**20** *Indicate the status of your availability to enter active employment. Select from below and put the number here* ☐
1 I am available now. 2 I will be available at the beginning of the next normal school year.

**21** Optional — *(Does not apply for prospective teachers.) You may request that your name be kept from your present employer. If you do, fill in below*

*School District* ZIP ☐☐☐☐☐ ← *VERY IMPORTANT*

**Please read and sign in the applicable space below. Enclose appropriate fee; make check or money order payable to NEA*SEARCH. Detach Form T and mail with fee to NEA*SEARCH, Department 80, 1201 - 16th Street, N.W., Washington, D.C. 20036.**

(DO NOT DETACH) (DO NOT DETACH)

**T**

I certify that these data are correct to the best of my knowledge and that the appropriate fee is enclosed. I understand that NEA*SEARCH accepts no liability and offers no assurance of matches, but will give me up to 10 contacts for which I qualify. I understand that NEA*SEARCH cannot make refunds. On accepting a new position, I will notify NEA*SEARCH so that it may remove my name from its list of available candidates.

Signature _____ Date _____

**Optional for Nonmembers.** I also wish regular membership in the National Education Association and enclose a separate check/money order for $15 (check here) ☐ thereby entitling me to the $9/$10 NEA* SEARCH registration fee. (Students: Check with the Student NEA chapter on your campus re membership.)

## SEARCH fee schedule for job seekers

The NEA*SEARCH registration fee is $10 for NEA members and $25 for nonmembers for the hiring season ending in September 1970. Student NEA members may register for $8 and student nonmembers for $15.

If NEA members register before January 1, 1970, the rate is $9 (for student members, $7).

Nonmembers of NEA may join the Association at the time they register with NEA*SEARCH by enclosing a separate check or money order for the membership fee ($15), thus taking advantage of the NEA*SEARCH special registration rate reserved for NEA members. (This offer does not apply to teachers in states which have unified membership.)

# List A Subject/Position

(The program is **NOT** equipped to handle positions in higher education.)

To express your educational background, experience, and job choice, select the item which comes closest to the one you want.

### Elementary

**010**—All, K-8; **011**—K; **012**—Grades 1-3; **013**—Grades 4-6; **014**—Grades 7-8; **020**—Art; **018**—Math; **021**—Music Gen.-Specialist; **023**—Music-Instrumental; **031**—Phys. Ed.; **019**—Science.

### Junior High

**051** — General/Multisubject; **047** — Art; **092** — English; **091** — Home Economics; **089**—Industrial Arts; **097**—Mathematics; **059**—Social Studies; **060**—Science.

### Special Education

**030**—Behavioral Disorders; **026**—Deaf and Hard of Hearing; **029**—Gifted; **032**—Learning Disabilities; **022**—Mentally Retarded; **024**—Physically Handicapped; **027**—Remedial Reading; **028**—Speech Correction.

### Other Specialties and Miscellaneous

**003** — Counselor; **007** — Counselor-Elementary; **005**—Counselor-College Admissions; **004**—Counselor-Voc. Guidance; **001**—Preschool; **002**—School Librarian; **006**—School Social Worker; **016**—School Psychologist; **017**—School Nurse; **015**—Curriculum Specialist; **025** — Computer Technician; **008**—Adult Education; **009**—Religious Education; **035**—AV Building Coordinator; **034**—Educational Media; **036**—TV Production/Utilization; **037**—AV Graphic Production; **038**—Photography (Still/Motion); **039**—TV Teacher.

### Secondary

**050** — General/Multisubject; **052** — Art; **062** — Biology; **081** — Business Education; **063**—Chemistry; **071**—Coaching-Baseball; **072**—Coaching-Basketball; **073**—Coaching-Football; **074**—Coaching-Gymnastics; **075**—Coaching-Swimming; **076**—Coaching-Track; **077**—Coaching-Wrestling; **094**—English as Foreign Lang. (TEFL); **064**—Earth Science; **044**—Economics; **093**—English; **053**—French; **061**—General Science; **043** — Geography; **054** — German; **042** — Government; **069**—Health Education; **041**—History; **058**—History-Black and/or Afro-American; **090** — Home Economics; **099** — Humanities; **100** — Industrial Arts-Gen.; **101**—Industrial Arts-Woods; **102**—Industrial Arts-Metals; **103** — Industrial Arts-Electricity-Electronics; **104**—Industrial Arts-Drafting; **105**—Industrial Arts-Automotive/Power; **106**—Industrial Arts-Crafts; **107**—Industrial Arts-Graphic Arts; **095**—Journalism; **055**—Latin; **098**—Mathematics; **066** — Music-General; **067** — Music-Instrumental; **068**—Music-Vocal; **070**—Phys. Ed.-Gen.; **078**—Phys. Ed.-Athletic Director; **065**—Physics; **048**—Psychology; **056**—Russian; **049**—Safety/Dr. Ed.; **046**—Senior Problems; **040**—Social Studies; **045**—Sociology; **057**—Spanish; **096**—Speech/Drama; **080**—Voc. Ed.-Gen.; **083**—Voc. Ed.-Agriculture; **084**—Voc. Ed.-Auto; **082**—Voc. Ed.-Distributive; **085**—Voc. Ed.-Electronics; **086**—Voc. Ed.-Metals; **087**—Voc. Ed.-Woods; **081** — Voc. Ed.-Office Practice; **090**—Voc. Ed.-Home Economics.

### Administrative and Supervisory

**175**—Supervisor; **176**—Department Head; **177** — Consultant/Specialist/Coordinator; **178**—Director; **179**—Superintendent; **180**—Assist. Superintendent; **181**—El. Principal/Headmaster; **182**—Mid. Sch. Principal/Headmaster; **183**—JH Principal/Headmaster; **184** — SH Principal/Headmaster; **185**—El. Assist. Principal/Assist. Headm.; **186** — Mid. Sch. Assist. Princ./Assist. Headm.; **187**—JH Assist. Principal/Assist. Headm.; **188**—SH Assist. Principal/Assist. Headm.; **189**—Federal Coordinator; **190**—Intergroup Relations Coordinator.